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ABSTRACT

This handbook was prepared to assist those coordinating the VITAL program in participating schools and agencies. It is designed primarily for use by counselors or other coordinators as an instrument for presenting VITAL occupational information to students who are interested in gainful employment after leaving school. The information provided in the handbook brings together the data and materials developed by the VITAL Career Information Center in conjunction with those of similar centers in some 33 other states. The handbook provides a source of aids for implementing the career information aspects of the career guidance program. Extensive appendixes include reporting form, glossaries, survey and evaluation forms, log sheets, tables and bibliographies for each section. (Author/PC)

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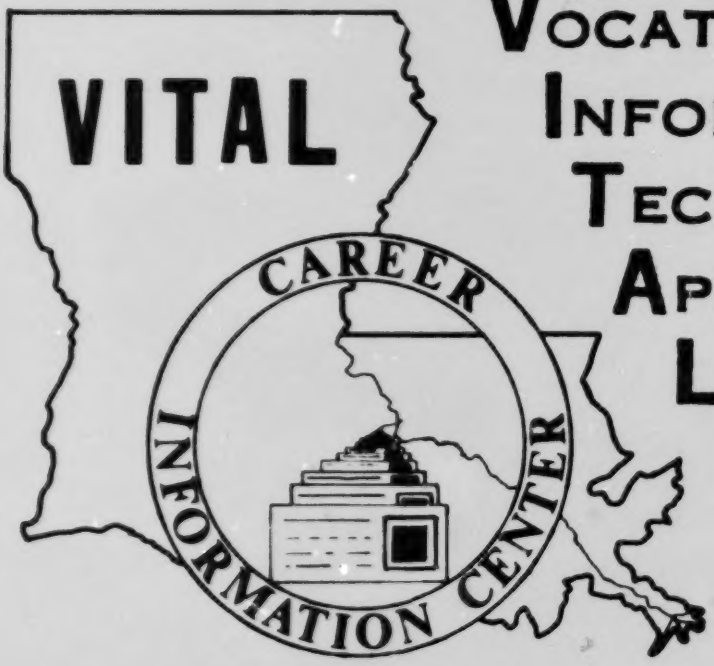

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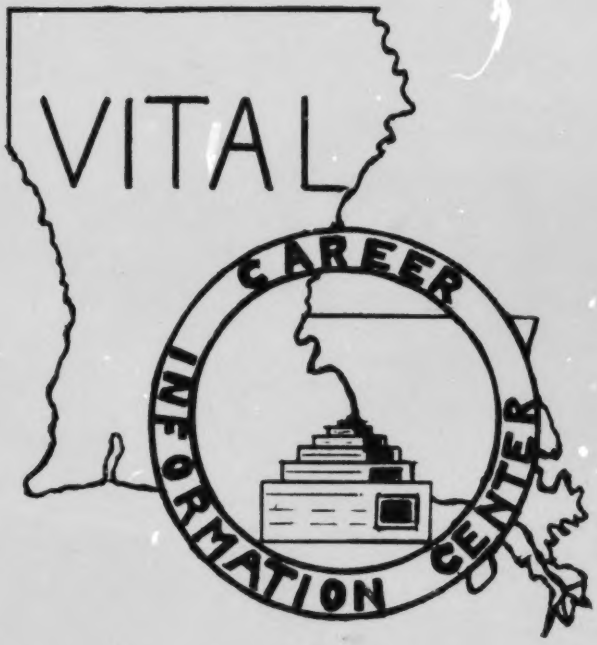

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VITAL CAREER INFORMATION CENTER
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1974

VITAL IS

USED WITH:

- CAREER EDUCATION
- OCCUPATIONAL ORIENTATION
- INSTRUCTIONAL MATERIALS
- CURRICULUM DEVELOPMENT
- MULTIMEDIA APPROACH
- SELF-CONCEPT ELEVATION
- PARENTAL INVOLVEMENT
- CAREER GUIDANCE
- COMMUNITY INVOLVEMENT

VITAL
VOCATIONAL INFORMATION TECHNIQUES APPLIED LOCALLY

Frontispiece

PREFACE

This handbook was prepared to assist those coordinating the VITAL Career Information Center program in participating schools and agencies. It is designed primarily for use by counselors or other coordinators as an instrument for presenting VITAL occupational information to students who are interested in gainful employment after leaving school. This applies particularly to those students in junior or senior high school who are searching for careers to enter. Elementary school personnel may also benefit from the handbook. The handbook provides information which the coordinator can share with students, teachers, librarians, and other professional personnel as a part of the career guidance and education programs.

The information provided in the handbook brings together the data and materials developed by the VITAL Career Information Center in conjunction with those of similar centers in some thirty-three other states. Since career information is an essential part of the career guidance program, efforts have been made to relate the handbook contents to the goals and objectives of this program as stated by the Student Services Bureau of the Louisiana State Department of Education in its guidebook.* The materials supplied in the handbook provide a source of aids suggested for implementing the career information aspects of the career guidance program. These supplement recommendations made in the guide developed by the Student Services Bureau. It is hoped that this handbook and the materials included will provide a standardized basis for systematic dissemination of career information to those needing the data and materials provided by the VITAL Career Information Center.

* See Appendix B, pp. 175-184 for "Objectives" of Louisiana State Plan for Career Education and "Guide for Career Guidance," Student Services Bureau, Louisiana State Department of Education

ACKNOWLEDGEMENTS

The VITAL Career Information Center wishes to express its appreciation to the many individuals, establishments, organizations, departments and agencies that have contributed to this HANDBOOK. Since they are too numerous to mention, references have been made to the sources of information in the bibliography.

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Particularly helpful were the superintendents and coordinators of the VITAL program in participating parish school boards and schools, and members of the VITAL staff. The Center is especially grateful to Thomas L. Miller, coordinator of the East Baton Rouge Parish School Board Cooperative Career Education program.

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VITAL CAREER INFORMATION CENTER

I. BACKGROUND

The VITAL Career Information Center was established July 1, 1971, as an exemplary project funded under authority of the Vocational Education Act Amendments of 1968. VITAL is an acronym for Vocational Information Techniques Applied Locally. The VITAL Career Information Center was established for the securing of reliable, relevant, local occupational information from employers and furnishing this to students, teachers and counselors in an easily readable form on microfilm aperture cards, called Viewscripts. An aperture card is a data process card with a small film window near one end which contains microfilmed occupational information. This process makes it possible for up-to-date, valid, localized occupational information to be secured, produced, disseminated and made available on a large scale using modern technology.

The project was initiated as a joint effort of nine parish school boards in the Baton Rouge region and the Louisiana State Department of Education. This consortium was proposed by East Baton Rouge Parish School Board guidance supervisor for establishment of the project to serve as a model for statewide application of its services. The directorate was made up of superintendents for the parishes served--Ascension, East Baton Rouge, East Feliciana, Iberville, Livingston, Pointe Coupee, St. Helena, West Baton Rouge, and West Feliciana--and a representative of the State Department of Education, Guidance

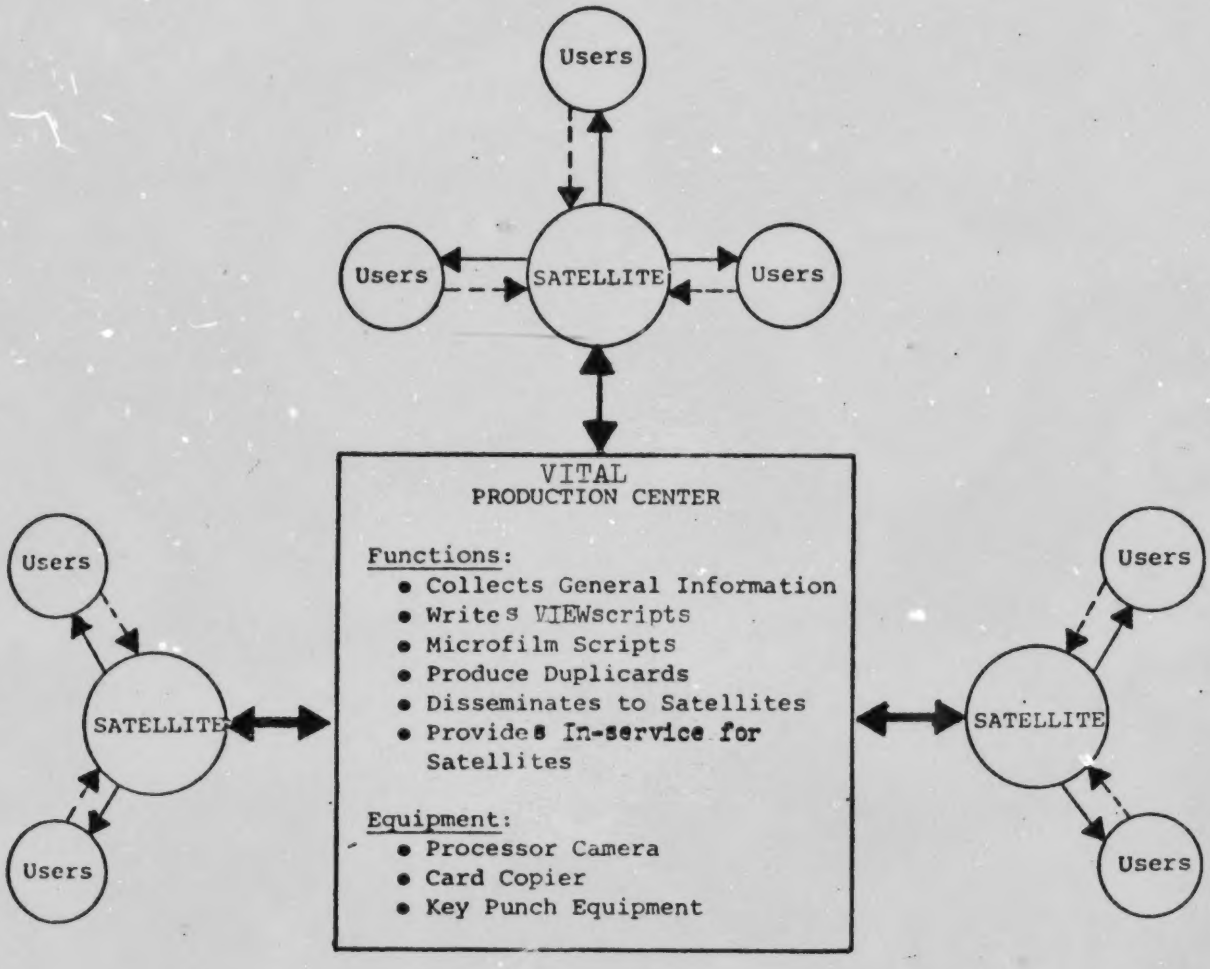
(Student Services) Bureau, coordinating supervisor and the VITAL director. The number of participating parishes has continually increased since the establishment of the program. (See Appendix--p. 79 "Organizational Chart VITAL"). An Advisory Committee was also established (See Appendix, p. 112 "Organizational Chart Advisory Committee").

Housing and clerical supplies have been provided by the Louisiana State Department of Education, Student Services Bureau. They are now supporting extension of the Center's services statewide as part of career guidance program* with financial assistance for additional professional personnel and materials. The equipment for photographing, processing, and reproducing microfilm aperture cards containing Viewscripts--localized occupational information--along with the reader-printers used to view and make copies of the Viewscripts, was obtained at the beginning of the project. Additional reader-printers or readers obtained by schools for the use of the microfilm or microfiche materials will need to be purchased by participating schools or school systems. The Center will furnish the cards to those who purchase the necessary equipment to use these as funds and personnel permit (See Figure 1. VITAL Career Information Center with Satellites).

II. NEED

The task of making a career decision in a growing and changing society is a complex one.** With the advent of automation and technological change, job opportunities have been drastically altered. For example, new industries have generated new employment opportunities while at the same time many thousands of production-type jobs have completely disappeared. In many

*See Appendix, on "Need for Career Guidance," pp.173, 176
**See Appendix, on "Nature of Career Guidance," p. 176



Satellite = Intermediate Service and Information Collection Center. Collect local information and send to Center for inclusion in its VITAL deck. No microfilm equipment necessary.

User = Schools and/or agencies having microfilm readers and/or reader-printers.

→ = Dissemination of VITAL decks and provide in-service training to users.

- - - → = Feedback from users concerning implementation of the system, in-service needs, quality control of microfilm documents, additions needed in occupational coverage, and information input if available.

→ = Flow of feedback from users and the local information from Satellite for inclusion with general information collected by Production Center to form VIEW deck unique to their locale. Return of microfilmed decks to Satellites.

Figure 1. VITAL Career Information Center with Satellites

occupations the amount and type of education and training needed to enter the occupation have changed. The composite of these change factors necessitates a systematic approach to maintaining current occupational and educational information. Such a system would make available to those confronted with a career decision the best information on which to make career choices as part of the career guidance and education process. *

In making a career decision students must be informed about a variety of aspects of the world of work. They need to know which occupations have an oversupply of workers as well as those where shortages exist. They need to be aware of the various types of new occupations being created by a technological society and those where a need no longer exists.

Providing students with career information that is current, accurate, and readily understood has been the goal of vocational guidance specialists for many years. In many school systems the provision of appropriate career information materials is more a goal than a reality. Available materials come from diverse sources in varying formats and usually lacking specificity to the local situation. Much of this occupational literature also is out-of-date because of the inescapable time lag inherent in conventional production and dissemination procedures. Many current materials, having been prepared for recruitment purposes, cannot always be relied on for the objectivity desired when students must make choices using factual information. The most important aspect of career choice is to know local and regional opportunities and requirements for employment.**

* See Table 10, p. 168

** See chart on "Need for Career Information, Guidance and Education," p. 172

A related problem arises from difficulties in filing and retrieving occupational information. Although numerous procedures have been employed, a majority of the students make limited use of the information contained in typical occupational files. Abundant evidence exists to substantiate these and related weaknesses of current programs providing occupational information to students, 83% of whom in Louisiana will not complete college.

In 1965, San Diego County (California) initiated the first VITAL-"like" program, which was designed to alleviate many of the criticisms about occupational information. VITAL--an acronym meaning "Vocational Information Techniques Applied Locally"--is a system designed to collect, abstract, synthesize, produce, store and disseminate career information in Louisiana schools. This system, which utilizes the microfilm aperture cards as the mode of presentation, has met with rapid, widespread acceptance. School systems in more than thirty-three states have initiated a microfilm occupational information system and other states have such plans.

III. ADVANTAGES OF MICROFILM APERTURE CARD

The advantages of utilizing the microfilm aperture card as a delivery system for disseminating career information include: (1) economy, (2) compactness, (3) versatility, (4) ease of updating, (5) fast and accurate filing and retrieving, and (6) computer adaptability.

A. Economy. A single microfilm aperture card can contain up to nine pages of career information capable of being viewed repeatedly by numerous users. Thus, it makes possible a wide dissemination without the use of a printing press with

its inherent high costs of paper and processing. Microfilm can be processed and disseminated at a fraction of the cost of printed materials.*

B. Compactness. Up to nine 8½" x 11" sheets of paper can be replaced by one 3" x 7" aperture card. Consequently, one small filing cabinet can contain information that, if in paper form, would require extensive storage facilities.**

C. Versatility. The use of microfilm permits the dissemination of information via a viewing screen. If the user wishes, a paper copy from a reader-printer for personal use may be obtained with the microfilm copy being retained in the file for other users The data is adaptable to microfiche, reel and cartridge tape.

D. Updating. The distribution capability of microfilm eliminates the need for reprinting thousands of copies for each change needed to update the information. In most cases, the original document can be microfilmed with only the new information being retyped. This is usually done annually or as needed.

E. Filing and retrieving. The key punch capability of the microfilm aperture card allows for the automated filing and retrieving of information through the use of data processing equipment. In addition to job title, other data can be key punched into the aperture card. This keypunched data, either singularly or in various combinations, can then be used as selection factors in retrieving cards from the system.***

*See Appendix, pp. 103-4, "Format of Microfilm Viewscript"
**See Appendix, p. 102, "Aperture Card Layout"
***See Appendix, pp. 105-107, "Microfilm Aperture Card Data for Keypunch"

F. Computer adaptability. A computerized system, with its more extensive capability and speed for data storage, retrieval, and analysis, may be interfaced with the microfilm aperture card approach, thus adding value and new dimensions to both systems. A microfilm aperture card which combines the use of microfilm with a data processing input document can reap the benefits of both systems. A computerized "student data base" can facilitate the career search by using student data to sort out and list suitable occupations for investigation. See "Student Information Form," pp. 161-163

IV. DEVELOPMENT--The steps in development of the VITAL Career Information Center were:

A. IMPLEMENTATION

1. The need for current, valid, easy to read occupational information in the schools was determined as the result of meetings and workshops with counselors and others in the school system and assessing the expressed interests and needs of students by the originators of the program.

2. After application for funding of the project had been approved, the Center was established by a directorate. A director-resource writer was hired by them, and the equipment purchased for operating the Center, which was housed in the Louisiana State Department of Education, Guidance Bureau. Participating schools were also provided equipment and supplies. (Fig. 3, pp. 79, 186)

3. The objectives for the Center were set up and approved as stated below. Plans, procedures and schedules were established to meet these objectives. (Fig. 4, p. 80, 186)

Objectives

To provide current, reliable, local and regional career information for use in schools by students, teachers, counselors and others.

To disseminate career information on a large scale using modern technology.

To furnish materials for more effective career guidance services.

To provide for feedback concerning career-oriented students by a follow-up system for use in effectively influencing the career development of other students.

To improve effectiveness of counselor as a facilitator of career guidance and education in the school through interaction with faculty, students, and others.

To develop lines of communication with counselors, faculty, and the community so that they will be involved in the ongoing career guidance, training, development and placement of students in occupations leading to careers.

To develop data to be furnished educational institutions on new advances and techniques in vocational-technical fields from which new programs and curricula may be developed.

To establish a foundation upon which a statewide program of occupational information can be evolved by extension of the services of the Center.

4. The literature was researched and a study was made to acquire pertinent general occupational information from all available sources. (See Bibliography, pp. 180-203)

5. Recommendations for the program and data were obtained on more specific types of occupational information available from other VITAL-"like" centers, labor, trade, commercial, vocational, educational, employment, technical and professional associations and organizations.

6. A study was made of the type information needed by the target population of non-college bound students, their average reading level, and skill-training types. The present and future manpower demands and needs of employers, and entry-level job opportunities in the regional labor market were estimated from available manpower, labor market and census data. A list of entry occupations to be covered by the VITAL Viewscripts was made. A determination was made as to the types and number of employers from whom local occupational information on entry jobs was needed. (See Tables 1AB, 2, 3, 4, pp. 81-84 and Figures 2AB, pp. 10AB; and Figure 4, p. 80 in Appendix)

7. A representative sample of business, industrial, and governmental establishments were selected for surveying. (Tables 3, 4, 5, 6, pp. 83-86)

8. Two "Occupational Information Survey Forms" (Forms 1, 2, pp. 90-96) were developed and approved by consultants and advisors.

9. A publicity campaign was engaged in to stimulate the securing of localized occupational information from employers in the region. Promotion talks were made

before employer, educator, counselor, and civic organizations and groups. Appearances were made on radio and T.V. programs and spot announcements used by the stations. Newspaper publicity was also secured. (Fig. 3, pp.97-98)

10. Occupational Information Survey Forms, with a cover letter explaining the VITAL program, were mailed to the employers to secure the following types of data: (Forms 1 & 2, pp. 90-96)
    a. Information on the establishment
    b. Entry-level occupations in which an individual could develop a career, including
        1.) job titles
        2.) short descriptions
        3.) employment statistics
        4.) manpower demand
        5.) education acceptable or preferred
        6.) training needed before the job
        7.) training given on the job
        8.) special skills needed
        9.) minimum age
        10.) sex
        11.) experience
        12.) other requirements
        13.) advancement and promotional opportunities
        14.) pay and benefits

11. Follow-up of the surveys was made by personal interviews, telephone calls, and contacts from persons assisting the Center, such as school counselors, members of Kiwanis, Key, and Rotary Clubs. (Form 3, pp. 99-101)

12. Data obtained from the survey was posted, tabulated, analyzed, summarized, and a file built on each occupation. (See Figure 2A. Production Flowchart for Viewscripts, p.10A; p.10B, Figure 2B. Chart Showing Occupational Demand, Supply, Resources)

13. The survey data was combined with other existing occupational information acquired and that developed by the Center. This was synthesized into a form to be placed in a standardized format for microfilming and placing on the aperture cards. (Form 4, Format, p. 103

B. PRODUCTION

1. VITAL Viewscripts--The VITAL Viewscript includes the following kinds of information: (See Fig. 6 and Format, pp.102-3)

    a. What You Do in This Job (Job Description)

    b. Where You Work (Work Location, Environment, and Conditions)

    c. When You Work (Hours and Days of Work)

    d. What This Work Will Pay You (Earnings)

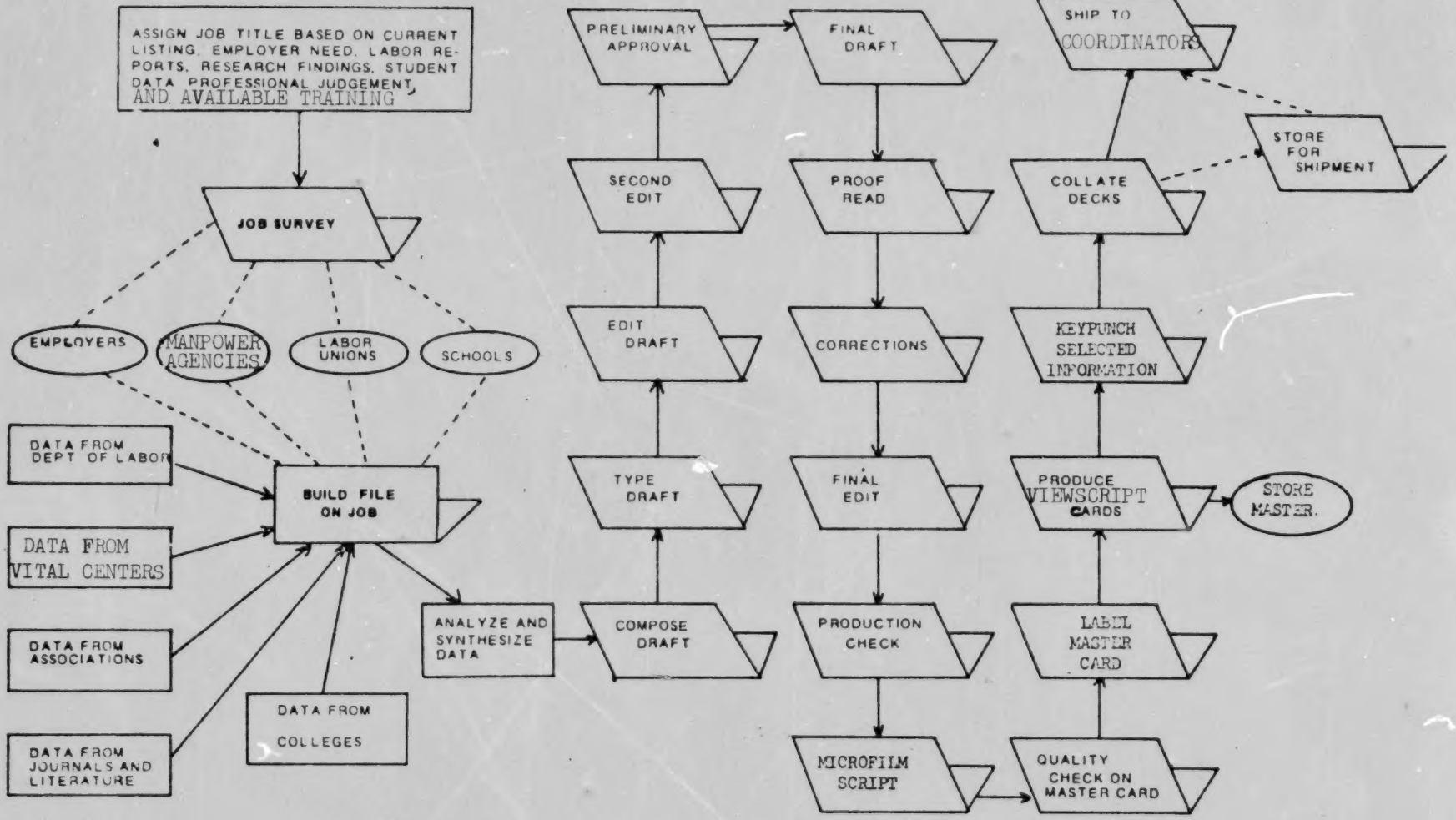


Figure 2 A. Production Flowchart for Viewscripts

VITAL CAREER INFORMATION CENTER

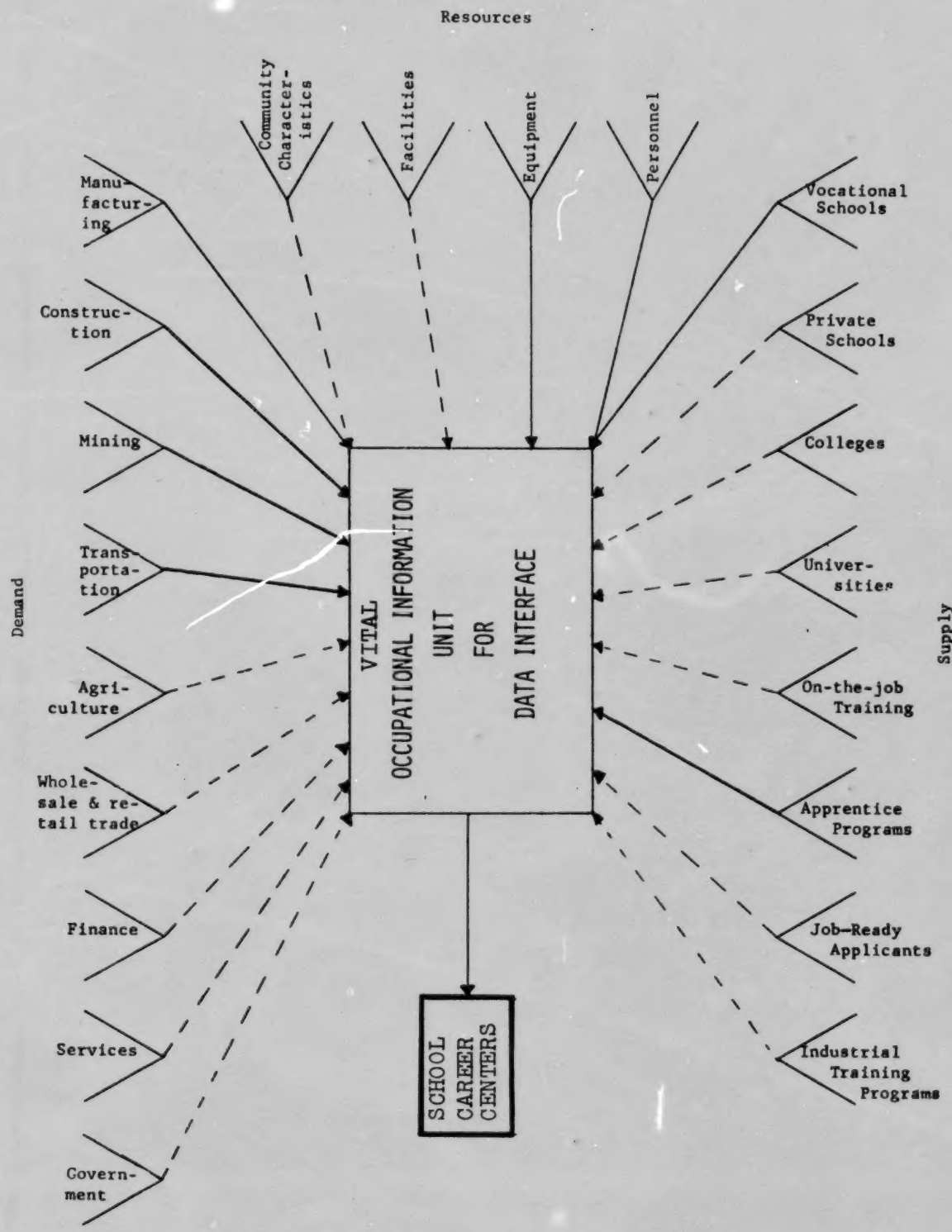


Figure 2B. Chart Showing Occupational Demand, Supply, Resources Information Used for Production of Viewscripts

e. Other Benefits You Have to Help You on This Job (Fringe Benefits)

f. What Future You Have in the Job (Prospects for Employment and Opportunities for Advancement)

g. What You Should Be Like to Do This Job (Personal Traits, Temperaments, Interests, Goals)(See pp. 137-150)

h. What You Need to Know and Be Able to Do (Aptitudes, Knowledge, Skills, Physical Abilities) (See pp. 137-9, 154-9)

i. How School Will Help You Get Ready for This Work (Preparation and Training Needed)

j. Where You Can Learn How to Do This Job (Special Type Courses, Training, Educational Institutions or Provisions Available)

k. Things You Need To Do Before You Look for This Job (Social Security Card, Union, Apprenticeship, Physical Exam, Birth Record, School Record, Certificate, License, Diploma, Application Interview, Special Tests, and Other Requirements You Need to Meet Before Seeking the Job)

l. Where to Find This Work Around Here (Employers, Employment Agencies, Youth Opportunity Centers, Vocational Rehabilitation Center, Newspaper Classified Ads, Friends, Relatives, Counselors, Unions, Special Youth Service Organizations, and Agencies You Need to Get in Touch With for Employment)

m. Where Else You Can Find Out More About This Kind of Work (Publications, Resource Materials, and Persons that Will Give You More Information About the Occupation)

n. Other Kinds of Work Almost Like This (Dictionary of Occupational Titles Job Titles, and Code Numbers of Related Occupations)

2. Microfilm Aperture Cards (Data processing is done by hand until computer processing is available)(Fig. 7, p. 107)

a. A draft of the Viewscript is typed and edited by consultants and staff, and reviewed for corrections and approval.

b. The final draft is typed and proofread.

c. The microfilm script is photographed, developed, and printed and mounted on a Master Card in the Processor-Camera.

d. A quality check is made on the Master Card.

e. The Master is labelled and "use record" stamped on back.

f. The Master is key-punched with coded data which is on the Viewscript.

g. The necessary number of copies of the master are reproduced on the Uniprinter.

h. The copies are key-punched with selected data on the Master and the master stored (Table 7, pp. 105-106).

i. The cards for all Viewscripts are collated into decks (See Table 8A, p. 108, and Table 8B, p. 109).

j. The cards are disseminated to the coordinators in participating schools and organizations. The cards are listed alphabetically with D.O.T. code numbers.

k. Surplus copies are stored until needed.

3. The information on the cards was reviewed by students, counselors, teachers, and authorities on the occupations covered, prior to a try-out in the schools.

4. The initial deck of cards was distributed to the counselor-coordinators for participating schools during a meeting in which the procedures for use of the cards and equipment were demonstrated.

5. Packets of new and up-dated cards have been distributed as sufficient quantity are produced to mail as a set.

6. Pertinent information is arranged for keypunching on the aperture card and includes the job title and code number as classified in the Dictionary of Occupational Titles number (DOT),* consisting of nine digits that allow a complete breakdown, which provides single unique job listings. Space is provided for the nine aptitudes that are measured by the General Aptitude Test Battery (GATB).** In this space the Occupational Aptitude Pattern (OAP) is to be keypunched and labeled with the amount and types of aptitudes needed. Other less essential aptitudes are also labeled. The OAP includes those aptitudes that the GATB research has identified as

*See Table 9, pp. 110a and b, and 111a and b

**See Form 18D, p. 139a

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being most compatible to the needs of the individual in relation to job success. The recorded date of issue is the key to insure updating annually or as needed. Other space is provided on the card for keypunching additional information. A space is provided on the back for students to sign and date after each use. This can serve as "use record" for assessment purposes. (See Appendix, Fig. 6, p. 102, Table 7, pp. 105-106)

C. EVALUATION

A try-out of the cards was conducted for further evaluation, and ratings were made on about 4000 forms by students, counselors and teachers. The results of the try-out indicated that out of a total value of all ratings on a 5-point scale, 85.5% indicated the information as being of "much help" or "very much help" as presented in the Viewscripts. In addition, the raters preferred the longer seven to nine page descriptions over the shorter four or five page descriptions.

Even though both forms were written on a low reading level, at about the sixth grade, it seems the shorter forms have an advantage for students in grades below the secondary level, who are exploring occupations. Therefore, Viewscripts have also been developed in the shorter form for appropriate occupations, which can be used at the junior high school level. Viewscripts can be supplemented with audio-visual aids, such as cassette tapes of the occupational information, slides, film strips, films, transparencies, and related media. (See "Form 27 for Rating of Unit Activities by Student," p. 160)

Follow-up is being made in workshops and training sessions with counselors and others using information from the VITAL Career Information Center, ERIC, and on career education, curriculum, guidance, and the development of school career centers. (Forms 29, 30, 31, pp. 164, 165, 166)*

Evaluation of VITAL-"like" Programs

The goal of any VITAL-"like" program is to enhance the career decision process. Although the detailed objectives of individual VITAL programs differ to some extent depending upon their local needs, most programs are committed to the following objectives:

To produce current, accurate, realistic, understandable occupational information

To localize this information for a specific area, region or state

To make this information readily accessible to students

Sufficient evidence exists on the reactions of students and staff members participating in VITAL-"like" programs to

*"Random Log of Career Development Activities"

clearly demonstrate that the VITAL system is a viable method for providing career information, as indicated by the following documented findings:*

Student reaction to use of VITAL-"like" materials

Students, when asked to compare Viewscripts to occupational information they had used previously, rate VITAL-like material more helpful, understandable, realistic, interesting, complete, and current.

Students generally tend to discuss information obtained through the VITAL-"like" system with their parents.

Fifty percent of VITAL-"like" users have never used occupational information in the past.

Over eighty-two percent of Viewscript users indicate they will use the system again.

Seventy-six percent of the student body tend to use Viewscripts one to four times a year and, of these, sixty-one percent found them helpful or very helpful.

Fifty percent of Viewscript users, one year after leaving high school, indicate they used Viewscripts in arriving at a choice of a job.

Fifty-five percent of the students using Viewscripts make an effort to obtain more information about a specific occupation.

Educators' reactions to VITAL-"like" programs

The introduction of VITAL materials in a school/career increases the use of other types of career information.

The introduction of VITAL-"like" programs in a school increases the participation and interest of the total school staff in career guidance and education.

The introduction of Viewscripts in a school increases the effectiveness of the career guidance and education program.

Eighty-three percent of teachers use Viewscripts in classroom activities.

Seventy-five percent of educators feel Viewscript is better than other information currently in use.

*See Bibliography, p. 187 and VIEW, p. 203

D. EXTENSION--The Center continues to build on the foundation it has laid and profit from its experience to provide improved services.

1. Expansion. The coverage of additional occupations will be expanded as the VITAL services are extended into other regions of the State, as the need arises and demand is indicated. The types and number of occupations covered depend upon the occupational information needed by the target population, skill training, and entry-level job opportunities for careers in the regions being served. The determining of the occupations for which Viewscripts are prepared depends upon data obtained from the regions and other sources, as well as the funds, staff and schedule of the VITAL Career Information Center.

2. An Advisory Committee consisting of representatives and leaders from business, industry, labor, government, education, civic, and service organizations assists the VITAL Career Information Center in securing community cooperation in meeting its objectives. (Fig. 8, p. 112)

   a. The involvement of key community leaders is essential to the success of the program.

   b. The Advisory Committee is a valuable source of information for obtaining occupational data, resource persons, and materials for use by the schools.

   c. The Committee also provides feedback from employers on their needs and views in regard to the VITAL program and career education program in the schools.

   d. By the Advisory Committee reflecting a wide range of occupational classificationsand levels in the region, it assures a breadth and depth coverage of career opportunities.

   e. Being a working committee, its members reflect the day-to-day practical involvement in the world of work which can be communicated to students through the VITAL Viewscripts and by other means stated in Career Resources Information Directory.

   f. The Advisory Committee is an effective medium for conducting occupational information and career resource information surveys.

   g. The Committee can spearhead such undertakings by recommending contact people from whom to gain a representative sample of information, and in securing their support for completion of the survey forms.

   h. The Handbook Section on "Sources of Occupational Information and Techniques for Interviewing Resource Persons" (pp. 35-52) provides more information on uses of Advisory Committee members as resource persons.

3. The Career Resources Information Directory lists appropriate individuals who could assist the school by providing talks, interviews, on-site visitations, observation of workers, and materials on careers.

   a. The VITAL Career Information Center, with advice from the Advisory Committee, has developed forms and guides for conducting surveys to obtain information for the Directory from employers, parents, teachers, students and others. (Forms 5-17, pp.113-134)

   b. The standardization of this material helps assure suitable coverage of the information needed, the collecting, processing, tabulating, reproducing and distribution of the Directory to school coordinators, and their use of it in the career education and guidance programs.

   c. The Handbook Section "Use of Resource Persons in the Career Information Programs" can be consulted for more information on utilization of the Career Resources Information Directory. (See pp. 36-66)

4. Coordination of the use of occupational and career resource information by students and teachers is an essential part of the career guidance and education program. (Also see pp. 22-34)

   a. The school coordinator can use career information and guidance instruments to establish a student information data base. (Also see pp. 136-164)

   b. The student data is compared with requirements for occupations listed on the data-process microfilm aperture cards containing the Viewscripts. This assists students in selecting the various occupations they may wish to investigate for careers. (See pp. 102-107)

   c. The data accumulated on the student from self-assessment forms, cumulative records, questionnaires, and standardized test records can be processed in a way so that it will be compatible with the type of data on the Viewscript aperture cards. This permits the sorting out of those occupations that students would most profitably explore. (See pp. 161-163)

   d. A list of those occupations sorted by the computer can be printed out with their Dictionary of Occupational Titles code numbers. This process can be used to expedite the career guidance process, and assist in relating the career education program to the personal interests and abilities of the student. (See pp. 108-111, and "How to Read Job Bank Data," p. 185)

5. Self-evaluation forms have been developed by the VITAL Center for ratings by students of their interests, personality traits, mental abilities, achievement in school subjects, physical abilities, and abilities to work in various environmental and working conditions. Another prepared form allows the student to assess himself in relation to the occupational requirements on the Viewscript microfilm aperture card. (Form 18, pp. 136-140)

   a. These are means of stimulating the student to seek more information about himself in the career development process. Such data may be obtained from the self-evaluation forms, and instruments administered by the guidance office, as well as that obtained in a career guidance class or through activities within the career education curriculum. (See Forms 19-24, pp. 141-153)

   b. Thus, the initiative and decision for acquiring such information and requesting assistance from the counselor rests with the student.

6. Computerized data processing procedures have been recommended by the VITAL Career Information Center for tabulating information on the Viewscripts, Career Resources Information Directory, and Student Self-Evaluation Forms. Coding systems have been suggested for this purpose. (Table 7, pp. 105-6, Fig. 7, p. 107, Form 28, pp. 161-163)

7. Materials for use in Cooperative Career Education have been developed by the Center for the State Department of Education and various parishes. The Center has furnished them materials for use in the cooperative career education program and models. Materials were prepared for:

   a. The career education curriculum guides

   b. Career guidance guidelines

   c. Forms to evaluate career education publications and audio-visual aids

   d. Summaries of related materials in the ERIC system Research in Education directories and on microfiche*

8. Follow-up forms have been prepared for use in the "follow-up" of recent school leavers and graduates. These are of assistance in the in-service training of counselors and clerical personnel in the distribution, posting, compiling and summarizing of the "follow-up" study. Procedures have been established for summarizing and evaluating follow-up data in statistical and narrative form. A continuous "follow-up" of students is essential to the evaluation and improvement of the career education and guidance programs.

*Microfiche available from Director, Research Coordinating Unit of the Vocational Education Bureau, State Department of Education

9. Community support has resulted from cooperation with committees, organizations and agencies in activities related to the VITAL program, such as business, industrial, labor, and civic associations; State Department of Employment Security and Employment Service, Louisiana Educational Association; Louisiana Teachers Association, Louisiana Personnel and Guidance Association, Louisiana Vocational Guidance Association, Louisiana Counselors Association, Louisiana Employment Counselors Association, Louisiana Association of Counselor Educators as well as the American Personnel and Guidance Association, National Vocational Guidance Association affiliates, and the National Conference of Career Education Centers. The Director represents the Center at meetings and participates in projects of those groups related to VITAL. (Also see pp. 27-29, 182)

10. Plans for expansion--The VITAL Center has the basic data, background, experience, equipment and facilities to prepare occupational information for all regions of the State, if adequately funded and staffed. The expansion of this program is the most economical method of making the Center's services available statewide. The Center can assist the regional parish coordinators in establishing committees, obtaining standardized forms, setting up training programs to secure and use the occupational and career guidance information needed.

11. The Center continues to work with other State departments, sections, and agencies to maintain up-to-date local information through the standardizing and coordinating of manpower studies and career information gathering techniques for use in its program and Viewscripts.

12. Continued Development--The VITAL Career Information Center continually keeps informed of the latest information to improve the materials prepared to meet its objectives and to provide the services which it was established to render. (See Table 10, pp. 168-169)

The Center primarily serves these groups:

Students, Parents, Teachers, Counselors, Librarians, Administrators, Employers

By Furnishing the Following Services:

Schools--

-- Up-to-date, easy to use local occupational information

-- Reader-Printers for reading and printing out copies of microfilmed data

Students--

-- A wide range of reliable, current, pertinent local, regional and national occupational information for vocational guidance

-- Educational requirements and training opportunities for jobs

-- Easily readable vocational orientation data for disadvantaged, dropout and handicapped

-- Economical print-outs of data selected from microfilm aperture card for further exploration and discussion with parents, counselors and teachers

-- Method of relating students' interests, abilities, aptitudes, and aspirations realistically to jobs

Parents--

-- Opportunity to participate in children's vocational guidance by having access to print-outs of realistic occupational information

School Personnel--

-- Means of keeping up with job requirements, markets, pay scales

-- Way to have at fingertips a wide variety of information on world of work

-- Equipment to encourage students' vocational guidance

-- Sources of publications and materials on occupations

-- Names of persons to contact in business, industry and government for further information on jobs and field trip arrangements

-- Methods and materials for including vocational guidance in curriculum planning, development, and instruction

These Values are Rendered:

-- Increases availability of relevant, reliable, readable local occupational information

-- Broadens knowledge of "world of work"

-- Allows exploration of many occupations

-- Makes education more realistic and related to career choices

-- Aids in career planning and development to fullest potential

-- Informs of "education for work" opportunities available--part-time work, vocational education, school-work programs, apprenticeships

-- Gives opportunity to relate aptitudes, abilities, interests and aspirations realistically to job requirements

-- Provides better preparation to become successful worker, and greater contributor to family and community

-- Stimulates self-understanding, creative thinking, decision making, goal setting and achieving

-- Encourages vocational orientation and productivity of the disadvantaged, potential dropouts, and handicapped

-- Stimulates more use of vocational guidance and counseling services

-- Expands the fields of study chosen by students

-- Increases enrollment and number of offerings in business, vocational and technical courses

-- Promotes motivation for more diligent application to education programs--tending to increase grades and decrease drop-out rate

-- Better prepares students for entry in labor market on realistic basis

-- Offers employers better qualified and occupationally oriented job applicants

-- Provides more applicants with potential for success and satisfaction on job

-- Tends to reduce employee dissatisfaction and turnover--improving stability and productivity of work force

-- Stimulates better student-teacher-counselor-parent relations--helping "bridge the gap"

-- Allows students a smoother change over from school work to employment

-- Helps coordinate work of educators with employment counselors, personnel, and resource people in the community

-- Establishes a means of encouraging and following-up the career development and progress of an individual throughout his work life

-- Provides a centrally located clearing house for local, regional, state, and national occupational and career development information

-- Brings together more effectively the services of all organizations and establishments which affect the education, guidance, and employment of individuals

The materials and services of this program are available to other public, private, and parochial school systems as funds and personnel are provided. The Center has facilities for duplicating aperture cards in large quantities, which is limited only by the amount of staff and funds available.

COORDINATING UTILIZATION OF THE VITAL CAREER INFORMATION CENTER SERVICES IN SCHOOLS

The most important step in the total VITAL program is its effective utilization. Without effective utilization all of the activities and costs preceding it are meaningless. Proper use of the VITAL system incorporates the participation of counselors, teachers, and students.*

PROCEDURES

VITAL is primarily an information system and as such it represents but one element of a total career guidance program. To be successful, it must be integrated into the existing guidance program and the school curriculum. When integrated, counselors and teachers will be better able to help students in planning course selection related to career aspirations. The relating of academic program to individual interest should result in better student motivation and progress.

Teachers will find VITAL an excellent resource when building instructional units in most subject areas. Use of VITAL will enable the teacher to make subject matter more meaningful and effective because it relates classroom learning and experience to the world of work and to the things that hold student interest.

The VITAL program provides teachers and counselors with:

- A wide variety of information about jobs that might be interesting and attractive to young people in a given locale or region.
- An occupational information dissemination system which enables them to keep up-to-date regarding the world of work.
- An abundance of occupational information in an easily accessible form.
- A tool which can be used to motivate students to begin career planning.

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*See Appendix, pp. 175-184, "Guide for Career Guidance"

INITIATING VITAL IN THE SCHOOLS

VITAL can be introduced to both the staff and students in a variety of ways. It is important, as soon as possible, to make the potential users aware of VITAL and its content.

Several activities can be planned by school utilization coordinators and the career information specialist from the production center. Some examples are:

- Call a meeting of the guidance staff to explain the VITAL program.
- Meet with all school department or subject matter heads to explain the use of VITAL in general and, in particular, its value and relationship to each subject matter area.
- Use available supplementary materials from the production center (e.g., posters) to advertise the availability of VITAL. Develop similar materials at the school level.
- Advertise the availability of VITAL in the school newspaper.
- Arrange for a school assembly or individual visits to classrooms (e.g., all English or social studies classes) to explain the use of VITAL to students.
- Arrange for a VITAL bulletin board display in the libary and in each classroom if possible. Classroom displays should emphasize the subject areas for which the classroom is used.
- Arrange to present the VITAL program at a PTA meeting. Parental involvement in the use of career information is a necessary ingredient in a sound career choice.
- Demonstrate reader and/or reader-printer equipment and explain how to use VITAL most effectively to students and staff.
- Encourage students to verify their vocational plans with parents, teachers, and counselors.
- Conduct a VITAL public relations program including talks before service clubs, parent organizations, various media groups, professional organizations and advisory committees.

Functions of the utilization coordinator include the following, some of which should be carried out in cooperation with the guidance director or other school staff members:

- Work with teachers in preparing curriculum materials to use VITALas an integral part of special classes in the study of occupations.
- Work with teachers in preparing curriculum materials to use VITALin regular classes as a means of relating academics to work.
- Conduct, or coordinate, supervised visits to industries offering occupations such as those covered by VITAL.
- Organize VITALmaterials to meet the needs of special groups. (E.g. All VIEWscripts relating to building trades for use in Building Trades Course.)
- Organize VITAL according to interest survey scales, career clusters, industrial classifications, etc.
- Train clerical personnel to assist students in locating and using all career materials.
- Establish a faculty-student career guidance committee to encourage input from all school segments in establishing and maintaining a responsive vocational guidance program.
- Schedule community speakers and consultants for discussion with teachers and students.
- Maintain a listing of part-time and summer work related to VIEWscripts.
- Inform teachers and students of pertinent vocational films, filmstrips, and other audiovisual aids available for their use.
- Involve other guidance and counseling agencies in the career guidance efforts of your school (e.g., State Employment Service).
- Conduct, or coordinate, supervised visits to institutions offering training programs in various occupational fields.
- Prepare bulletin board displays about VITAL.
- Explain the use of various VITAL indexes and other related occupational materials.
- Parental and community interaction

METHODS AND TECHNIQUES WHICH CAN BE UTILIZED IN MAKING OCCUPATIONAL INFORMATION AVAILABLE TO STUDENTS

1. Through special classes in occupations.

2. Through such courses as personality development which include special units on occupations.

3. Through regular curriculum--English, social studies, industrial education. Home economics can be particularly helpful in presenting opportunities to young people. Occupations can be studied through themes, special writing assignments, autobiographies, term papers, and other reports.

4. Assembly programs.

5. Charts prepared by teachers of various subject matter fields portraying occupational opportunities in their field.

6. Home room programs devoting time to the discussion of vocations and career problems.

7. Encouraging independent reading of biographies of great men who have been successful in various vocational fields and providing lists of books and novels which have a vocational emphasis. Teachers in the various subject matter fields could be encouraged to compile such lists.

8. The organization of a vocational club, to discuss various occupations and other projects.

9. Preparing news stories for the school paper. Both students and teachers can be enlisted for this project.

10. Encouraging teachers in the various subject matter fields to devote time to the discussion of their vocational field they are considering.

11. Encouraging the student to seek his own information through correspondence with people successful in the field he is considering.

12. Helping students become familiar with the various professional services such as SRA, Bellman Vocational Services, Careers Inc., Doubleday Multi-Media, and Chronicle Guidance Publications, and the services they have to display.

13. Library displays.

14. Making provisions for students to attend conferences which have a vocational theme.

15. Scheduling discussion groups to discuss various vocational problems of interest to young people.

16. Making use of hobby clubs to encourage young people to try out various skills which may lead to a vocational interest.

17. Arrange for interested students to take tests, in addition to the regular school testing program, which may give them more information about what interests, skills, abilities and personality characteristics they possess.

18. Supervised visits to various industries so students will have an opportunity to observe workers at work on various jobs. When possible, make arrangements for students to talk with men and women who work in their particular interest field.

19. Supervised visits to institutions offering training programs in various job fields.

20. Assigned reading in various trade and professional journals.

21. Supervised part-time and summer work experiences to acquire skills and first-hand information about working conditions, training experience, and job "try-out."

22. Arranging for discussions, conference and panel discussions of health, social and personality characteristics required by various jobs.

23. Arranging extracurricular activity programs to assimilate actual job conditions.

24. Providing posters, film strips, motion pictures, and other displays on a continuous basis throughout the school year to give students information about jobs and training opportunities available to them.

25. Arrangement for a special emphasis bulletin board where students can go to get up-to-date information concerning the world of work. This bulletin board should be centrally located and changed at least once each week.

26. Charts, graphs, and posters are valuable visual aids for the counselor to use.

27. Sponsored radio and television programs in which both students and teachers can participate. In some instances counselors have regular programs. Parents can also be used for such programs.

28. A regular newsletter service for students and parents which emphasizes important vocational information.

29. The use of opaque and transparency projectors to present information in classes and to parent-teacher groups.

30. "Go to College Programs" where representatives from various colleges are invited to give information about their colleges.

31. Supervised visits to schools, business firms, and industrial institutions having training programs.

32. Supplying information in the form of catalogs and other literature about colleges, universities, voc.-tech., proprietary, correspondence schools, the armed service schools, apprenticeship programs and other training institutions. Such information should be in all school libraries and available for all students.

33. Arrange for interviews with teachers and trainees in selected fields of work.

34. Arrange "job analysis" assignments in particular fields of work.

35. Encourage students to make job scrapbooks.

36. Specialized assignments in various classes of the curriculum which assimilate various types of training and educational experiences.

37. Special instruction and demonstrations in classes and group guidance programs on how to secure a job, including an objective analysis of abilities and limitations.

38. Participation in vocational clinics and vocational forums emphasizing steps in choosing a job, preparing for the job chosen, breaking in on the job, and making progress on the job.

39. Providing a program to keep the student continually informed of career-job opportunities through school "current event" classes.

40. Sponsor essay contests or public speaking classes with prizes which have a career emphasis.

41. Providing individual counseling. This is the heart of the information program as it is in other aspects of the guidance program. Also use groups.

42. Acquaint all advisors and counselors with various government publications and their use, especially the Dictionary of Occupational Titles.

43. Keep up-to-date on all films, filmstrips, and instructional television presentations which will supplement your school's occupational files.

44. Utilize the Viewscript system as well as other occupational materials by making it available to teachers for use with their regular classroom activities.

45. Work closely with the local offices of the Department of Employment Security, Youth Opportunity Center, by using Job Bank information and making appropriate referrals to them and by utilizing the materials and resources available from them.*

46. Keep current a list and description of all local occupational training opportunities available to students.

47. Encourage students to avail themselves of any appropriate special activities designed to assist them in their career development (e.g., work experience, training programs).

48 Initiate a career guidance committee composed of counselors, teachers, and students to put into action as many of these suggestions as possible.

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*See "How to Read the Job Bank Data," p. 185

49. Obtain through your chamber of commerce and local union offices taped quickie commercials on jobs or apprentice training opportunities. These could be played during school announcement broadcasts.

50. Be sure each classroom teacher has a Viewscript poster to serve as the focal point for a career display in each subject matter classroom. Creating these bulletin boards could be a student project through the student government council or an art class.

Student Research

Students could research and develop an occupational cluster or they could make slides, films, and tapes and set up a career center in the library for other students.

Student Produced Career Films

If you have a photograph club or a television station in your school, ask them to produce a career film. They could interview individuals engaged in careers that they would be interested in knowing more about or have them follow a worker for a day. These films, produced, written, and directed and shown in your school will have far greater appeal because you are using local talent and local resources. This could also be done at the elementary or college level.

Student Involvement - Students have many new and refreshing ideas and can be of valuable assistance when planning events for career activities. We do things to and for students but never with them. Student Council, National Honor Society, Key Club, the 4-H Club, and other student organizations should be involved in helping to plan school as well as community observances. Materials prepared by the student can stimulate more interest in your community than those prepared by the professional as it will have a more personalized meaning for the community.

Teacher Involvement - Teachers can conduct activities that are related to their subject matter areas, but we as professionals have an obligation to provide this information to them. They can help plan assemblies and sponsor art as well as journalism contests. Teachers will be far more receptive to your program if they are involved in the early planning stages and feel that they have contributed to the program.

State and Local Advisory Councils

Many more people have to become involved in career education if it is to have a major impact on the American schools and on the general public. These people must be in the decision-making position, members of the state legislatures, members of state departments of education, members of local school boards, local labor organizations, and local school superintendents. Involve them in the planning of your activities and make them more aware of what career education is all about.

Library Displays

Library displays, career displays in your local malls and shopping centers. Assembly programs in your schools. Tours of your local industries and businesses. Parents' nights in your local schools.

Retired Individual Involvement

Involvement of the retired individual who has a wealth of experience and expertise to offer to the young; i.e., Jobs of The Thirties--what they were like then, how they have changed, and how many have been abolished due to advanced technological changes.

ADVANTAGES OF THE VITAL PROGRAM IN THE UTILIZATION OF OCCUPATIONAL INFORMATION

The VITAL program provides students with:

- Readily accessible occupational information that is concise and easily understood.
- The opportunity to obtain immediately a personal copy of information for subsequent discussion with counselors, teachers, parents, and peers.
- A central source of occupational information that is localized to fit the area in which he lives.
- Clues to other sources of career information.
- Information on how his school program relates to occupational choices.

VITAL assists in the task of organizing, synthesizing, and disseminating quantities of occupational information and in keeping such information up-to-date and stored in a form and manner which makes it easy to locate and use.

Although the need has been identified, the solution does not rest with the VITAL system alone. Skillful and effective methods of utilization and implementation must be developed within the schools which adopt the materials.

THREE UTILIZATION METHODS

Typically, VITAL has been used by schools in one of three ways:

- As a curriculum-based system.
- As a counselor-based system.
- Unstructured utilization.

The curriculum-based system involves the use of VITAL as an integral component of the total school curriculum. This approach necessitates a close working relationship between the guidance department and the teaching faculty of a school. Teachers and counselors work together to incorporate the career education concept in all curricular areas of the school program

by assimilating career guidance in the instructional process. VITAL, as a vital element of the career guidance program, adds relevancy and local significance to the instructional process.

Career units are often developed as an added activity in the curriculum-based VITAL utilization method. These can serve as a focal point of the career education approach used in the school curriculum. The curriculum-based model provides the most fertile ground for VITAL to grow as an effective tool to enhance the career development of students. A coordinator for this method is needed.

The counselor-based system is the most common use of the VITAL system found in schools.* VITAL is here perceived as a tool of the guidance department, to enhance the career counseling and assistance given to students. Teachers are made aware of the VITAL program and are encouraged to refer students to the guidance department (and VITAL) when vocational concerns and/or activities occur in the classroom. Vocational guidance (including VITAL) is perceived as a valuable outside resource for the instructional process. While the counselor-based method provides a setting by which career guidance and its information element can enhance the vocational knowledge and growth of students, this approach does tend to strengthen the erroneously held belief that "career" and "education" are separate entities that are merged at the end of the instructional program rather than at its beginning.

The unstructured approach to utilizing VITAL usually involves the use of the library as the location of the VITAL equipment and materials. The main strength in this approach is the fact that the VITAL materials are (library passes permitting) accessible on a casual basis to a greater number of students. This method also locates VITAL with the other information resources of the school.

* See Appendix, "Responsibilities for Facilitating Career Guidance," pp. 178-183

Although the ease in filing and retrieving information was one of the initial objectives of the VITAL program, the system was considered much more than a means of locating and checking out job briefs. Its isolation in the school library could relegate it to this function unless there is close monitoring by paraprofessional or trained student worker and coordination by counselor and librarian.

UTILIZATION COORDINATOR

Probably the single most important key to the development of a strong school VITAL program is the employment of a good utilization coordinator to supervise the implementation of VITAL, coordinate its operation with that of other vocational guidance materials, and serve as the liaison person with the production center. In most schools the coordinator is a guidance counselor.*

Qualifications of the utilization coordinator should include the following:

1. A thorough knowledge of the VITAL system as well as other career education materials and testing instruments.

2. A mastery of the structure and uses of the Dictionary of Occupational Titles (DOT). The DOT code provides linkage among most vocational materials. In-service programs should provide emphasis on developing an understanding of and a capability in using the DOT's code, structure, and materials, particularly Volume II.

3. A thorough knowledge of career development theories and their relationship to career guidance practices. The main need of the classroom teachers, however, will be to know how to incorporate the VITAL system into practice within their own subject areas and to acquaint students with VITAL.

4. A working knowledge or basic familiarity with the operations of modern business and industry to allow the coordinator to carry out effectively the functions required of the assignment. Interest in assisting youth to learn about occupational opportunities would be a basic requirement.

5. The ability to describe the VITAL program, in any setting inside or outside the school, so that the school and community may jointly encourage students to make effective use of the service.

6. Ability to work with others and give leadership in coordinating VITAL services in the total school program and curriculum.

7. The ability to do teaching and counseling.

* See Appendix, pp. 178-180 "Competencies Needed by Career Guidance Coordinator" under "Responsibilities for Facilitating Career Guidance" pp. 178-183

FACILITIES, EQUIPMENT, AND SUPPLIES NEEDED FOR UTILIZATION

Facilities. It is possible to move the VITAL equipment into the classroom for special units. Such a practice encourages teacher involvement in the career guidance program of the school. However, unless ample equipment is available, such mobile use should be on a request basis since its use in a classroom may block the general student body from easy access to the VIEW information.

More and more schools are now initiating career resource rooms in which all available career information is centralized for the convenience of the students and staff. Such a room makes an ideal location for the VIEW reader or reader-printer and materials. Many schools which have initiated career resource rooms have hired paraprofessionals or career-aides to assist students in finding information and to perform the filing and scheduling for the counselor.

Equipment. To utilize the VITAL materials, schools will need either a microfilm aperture card reader or reader-printer. The reader-printer, in addition to allowing students to read the microfilm contents on a viewing screen, presents the user with the opportunity to print a full size (8 1/2" x 11") copy of the information available in the microfilm (at a cost of from five to ten cents per page).

When possible, a reader-printer should be available for student use. Due to the difference in costs, many schools have initiated their programs with the microfilm reader and, when possible, a reader-printer was added to serve one, and in some cases, two schools.

Caution is advised in purchasing equipment for your school. Be sure the equipment can be used for the VITAL microfilm aperture cards and that the lens size of the equipment correctly corresponds with the reduction ratio used by the VITAL production center. (For example, if the VITAL microfilm is a four-page format, a 14.88X lens is required and a 23X lens is needed for a nine-page format). This can also be used for microfiche and cartridge. Microfilm readers, as pointed out earlier, cost from $150 to $300 and reader-printers range from $600 to $2000.

Supplies and maintenance. Paper costs for the reader-printer range from 5¢ to 10¢ a sheet, with 10¢ being the most common price. Paper is ordered in rolls or reams (depending on your reader-printer) from the local sales office or franchise of the company making your reader-printer.

Contact the microfilm equipment and supply dealers listed in the Yellow Pages of the telephone book for further information.

SOURCES OF OCCUPATIONAL INFORMATION

Original sources of occupational information are quite obvious. They include the workers who do the job, the person who employs them, and the government agency which issues the license and/or regulates employment. All other sources of occupational information are intermediate sources which in some way, at some time, obtain their information from these original sources.

Original sources can be located in several ways: (1) by examining the classified telephone directory; (2) by consulting local offices of the state employment service or other placement agencies; (3) by consulting the local Chamber of Commerce, labor unions, representative employers, professional and trade associations; (4) by asking teachers, students, friends and relatives; and (5) by consulting appropriate personnel in schools, colleges, and universities who are responsible for training and placing students directly into working situations. (See Appendix, p. 182, "Community Members" under "Responsibilities for Facilitating Career Guidance")

There are a number of methods available for the collection of original local information, including surveys, questionnaires, and reactionnaires. Practice has shown that of the many techniques available, the one-to-one interview is the most valid and accurate method. Competence in interviewing, however, is acquired only after careful and diligent study, and practice.

The use of resource persons from the business-industry-labor-government community and those who have retired from positions in such establishments offer the greatest source of occupational information. Such resource persons can give firsthand information about career opportunities in the region through school presentations and arranging for on-site visitations, interviews, and observations of workers in various organizations. There are some basic ideas, assumptions, and procedures which need to be considered in using these sources of occupational information. These will be discussed briefly as related to each source.

Occupational Information Resources Are A Basic Aspect of the Career Education Program

Career Education represents a movement aimed at instilling an emphasis on education as preparation for work throughout all levels of American education. It seeks to do so in ways that neither demean nor detract from any other worthy objective of American education. Rather, it simply recognizes that our current post-industrial occupational society finds relationships between Education and work becoming closer and closer each year. Some way must be found of accommodating this increasingly close relationship in our system of public education.

The Career Education movement cannot succeed if carried out only within the four walls of the school. Success of this movement will be predicated on the active involvement of the business-labor-industry community. As with any call for major change in education, Career Education has met with considerable resistance on the part of many educators. At this point in time, it seems clear that Career Education will not survive long if it has to depend solely on initiation of change on the part of educators alone. American education badly needs the kind of impetus for change that can best come through the expressions of need for change on the part of the business-labor-industry community. The Career Education movement holds great potential for creating changes that will make education more relevant and responsive to the current and projected needs of our free enterprise system. It is a movement that can be effectively converted into reality only with the full support and participation of the business-labor-industry community. Education, in these times, cannot be accomplished solely within the walls of the established schools. The real world of work outside of the formal educational system must quickly become a part of the total system of American education. Career Education represents a movement that seeks to make this happen. (See Appendix Table 11, p. 171, and pp. 173-186)

The Use of Resource Persons

Basic idea:

Many Career Education programs, through both parental and local civic associations, have established large lists of workers from a very wide variety of occupations. Each worker has volunteered to respond, through either phone calls or personal contacts, to requests that come from students, teachers, or counselors for information about his or her occupation. In addition, some volunteer to present information and answer questions before groups of students in the classroom. The VITAL Center has developed procedures and forms for preparing a Career Resources Information Directory including resource persons.

Assumptions:

1. Workers are the most valid source of information about life styles involved in occupations. It is better to find out what an occupation is really like from one who is in it than from an article describing it. Employed workers who are successful in their jobs can serve as effective models for youth.

2. Many employed workers will be willing to volunteer their efforts to help youth make more intelligent vocational choices.

Procedures:

1. Occupational resource persons from industry need to be trained to perform this function. Their training must enable them to discuss life styles associated with their occupations as well as the ability to describe the work they do and the preparation required for it.

2. The climate for this program must be established in the business-industry-labor setting. If chief executive officers from a number of organizations form an executive committee or regional advisory committee, they can establish a climate that will encourage volunteers for the occupational resource program. Workers volunteering must feel that their company supports them and will provide them time to participate.

3. A program calling for occupational resource persons to visit in schools requires a central organizational structure. The VITAL school coordinators might provide this central organization or it could come from a consortium of employers. The school system, too, needs a central organizing agency for this program to work. Both schools and employers need to have contact persons who can be called quickly when problems or questions arise.

4. A number of occupational resource persons from each occupation need to be recruited for this kind of program to work. You can't keep calling on the same person time after time. Some feedback system is essential so that occupational resource persons can learn how to function more effectively. Such a system will also provide for replacing ineffective occupational resource persons. You can't expect all of your volunteers to be successful when they try to relate to students and teachers in the school setting.

Use of Retired Workers as Resource Persons

Basic idea:

Several Career Education programs have placed great emphasis on using retired workers as resource persons for Career Education. They have identified such persons from a wide variety of occupational fields. Once identified and solicited, such persons meet with students, teachers, and counselors to discuss their former occupations as they might apply to today's students. They talk about the work values that are meaningful to them, demonstrate the specific vocational skills they used on their jobs, and express their personal opinions regarding their former occupations and the life styles they led to.

Assumptions:

1. Retired workers have a strong need to continue feeling useful and valuable. To ask them to participate in Career Education offers them a way to enhance their own personal feelings of self-worth and provides students with valuable insights regarding life styles associated with various kinds of careers.

2. Even if the skills of the retired worker are no longer in demand, students can learn much from such workers regarding the values of a work-oriented society. Additionally, students can receive graphic illustrations regarding ways in which technology speeds occupational change.

Procedures:

1. Multiple ways exist to identify retired workers for this program. These include seeking names from Golden Age Clubs, civic organizations (who usually list retired persons separately in their directories), from company directories that list retired former workers, and from labor unions.

2. Employers will be happy to supply lists of persons about to retire. Such persons can provide a ready tie-back to their former employer that will help schools in many ways. It may also ease the shock of retirement for some persons who are looking for something to keep them busy.

3. A referral file of retired persons will be essential for use by school personnel. Such a file can be maintained by a retired person's association or by the local chamber of commerce. If a person's name is on the list, it is essential that someone see that he or she is called upon to serve.

4. Retired executives may be especially interested in working with gifted and talented students interested in entering the business world.

5. Use a person recently retired and one who retired several years ago from a similar position to show high school students how rapidly jobs and occupations change.

6. Conduct a career day using retired persons as resource persons. Ask them to discuss their entire career (not just their last job) so that students will better understand the concept of "career" as a succession of choices made through life.

7. Use retired former workers as classroom aides who will help teachers discover and find ways to emphasize the career implications of their subject matter. Retired workers can teach teachers a great deal about the world outside of education.

8. Establish training programs to train retired persons to work with teachers and with students from the elementary school through the high school.

The Use of Resource Persons in Arranging Exchange Programs Between Businesses and School

Basic Idea:

It has been proposed that exchange programs be initiated whereby school teachers, counselors, and administrators would spend anywhere from a few days to a few months working for pay outside of education, and that business-labor-industry personnel be invited to spend some time teaching their occupational skills to high school students and adult education students.

Assumptions:

1. School personnel often lack an understanding or appreciation of the world of work outside of education. Many have never worked outside the school. If educators are to teach students about the broader occupational society, it is essential that they actually experience what it is like to work in the free enterprise system.

2. Business-labor-industrial personnel have many things to teach students about work that today's teachers are not equipped to teach. In addition, some occupational skills needed by today's students aren't taught in public schools, but could be taught by workers possessing such skills.

Procedure:

1. Make two inventories: (a) an inventory of persons with occupational skills who are willing and can be released for a time to teach in the schools, and (b) an inventory of occupational skills (such as math, typing, etc.) possessed by school personnel that industry might need. Given both inventories, it should be possible to set up exchange programs where neither the school nor the industry suffers.

2. Get school personnel involved in working with industry on such things as BIE (Business-Industry-Education) days or Junior Achievement programs. School and industry people need to know each other better before we try to set up any ambitious exchange program of school with industry personnel.

3. Exchange programs will work best when a specific need exists on the part of either the schools or industry for skills the other might possess. It is unrealistic to expect that each will need the other at the same time. However, both should and could be flexible enough to respond to needs of the other for personnel. Don't expect exchange programs to work when neither schools nor industries feel they need personnel from the other. One or the other should know what they need, why they need them, and what they want them to do.

4. Exchange programs will work better if both schools and industries set up internal teams to work with persons who come to them on an exchange basis. The "exchanged person" is certain to have many questions and needs a quick, easily identifiable resource to turn to when such questions arise.

5. Consider initiating an exchange program by assigning one personnel specialist from industry to work, say, with one elementary school. He could help all teachers in that school incorporate career implications into their teaching. Teachers could then be assigned, on a rotating basis (a few weeks at a time for each), to the personnel department from which the industry man came. Teachers should have enough skills to partially fill the gap left by the personnel man.

The Use of Resource Persons in Arranging On-Site Visitations (Field Trips)

Basic Idea:

Career Education advocates have proposed that extensive field trip programs be developed so that students (and their teachers) from K-12 have a wide variety of opportunities to observe workers actually performing in various kinds of occupations and work settings. In the elementary school, pupils could learn to appreciate work and the necessity for work. In the junior high school, pupils could see occupations in each of the career occupational clusters. In the senior high years, students would observe workers in their tentative areas of occupational choice.

Assumptions:

1. Most students will be more likely to enter jobs in the geographic area where they are growing up. Thus, it is important that they learn about work in that area.

2. Pupils can't learn about the world of work only in textbooks. They need to see work being done at the worksite.

3. Teachers would acquire some much needed information about occupations and implications of their subject matter for those occupations if they take students on field trips.

Procedures:

1. Before field trips are taken, the school and the business or industry to be visited should jointly agree on objectives to be sought by the field trip. Too many field trips take place where school officials don't know what they are looking for and industry doesn't know what to show them.

2. Encourage employers to set up community resource workshops for teachers. In such workshops, teachers could be made aware of what the employer has to offer during a field trip, who the contact person is, and special provisions that need to be made before bringing students in for a field trip.

3. Establish a community resource occupational bank listing occupations and employers willing to be involved in field trips for youth. The local chamber of commerce could establish such a bank. It should contain a description of the experiences possible on a field trip and the name of a specific industry person to contact for making field trip arrangements. Such a data bank could be shared with out-of-school youth groups such as young people's clubs and service groups as well as with schools in the area.

4. It is too expensive for employersto service all students through field trips. Video tapes could be made showing some students on field trips. These could then be played for other students in lieu of their actually visiting industry. If employer representatives could be present in the school to "rap" with students who have watched the video tapes, they might be just as effective as field trips.

5. Feedback after field trips is essential in which employer representatives are present in the school to respond to questions students raise regarding what they saw on the field trip.

INTERVIEWING THE RESOURCE PERSON

The following general guidelines may assist the interviewer to avoid mistakes, learn how to conserve his efforts, and establish effective working relationships with those being interviewed:

Preparing for the Interview

- Learn as much as possible, in advance, about the industries, businesses, and the jobs on which you will be collecting data.
- Select interviewees carefully, seeking information only from those who are qualified to provide accurate, up-to-date facts. Usually this is the manager or personnel director.
- Secure enough interviewees to assure adequate and accurate data. Get a representative sample of all sizes and types of employers.
- Prepare an interview outline or list of questions in advance, but be prepared to modify your outline as necessary during the interview. A standardized form to be completed will serve as a guide.
- Make appointments in advance, and give the interviewee an advance idea of the type of information you will be seeking.

Conducting the Interview

- After general introductions, gather less sensitive data first in order to establish rapport and cooperation. Save more sensitive questions (e.g., salary, union requirements) until good communication has been established.
- Ask only one question at a time, but be sure to get all needed facts.
- Phrase questions so that they are easily understood and do not imply that you want a particular answer.
- Give the interviewee an opportunity to contribute in additon to answering specific questions.

After the Interview

- Complete the information write-up as soon as possible, while the data facts are still fresh. Take notes to use in completing form.
- Check the information listed (or summary of interview data) by the interviewee for accuracy before dissemination.

Difficulties in using original sources are obvious. The resource persons may be hard to locate or reluctant to provide information. Those who can be reached may provide only one viewpoint of the job. Also, the information given may provide only a partial picture of the occupation. This needs to be supplemented with information from a variety of other sources.

USE OF RESOURCE PERSONS IN THE CAREER INFORMATION PROGRAM

I. WHAT RESOURCE PERSONS ARE--They are people who can "teach" our children about careers from the "textbook of their experience." There is a wealth of resource persons with a variety of career-related experiences in many occupational fields who are available.

II. HOW PEOPLE QUALIFY AS RESOURCE PERSONS--They are qualified because of the:

A. Work done in their occupations

B. Interests, knowledges, skills, and abilities developed

C. Related hobbies or leisure time experiences

D. Accomplishments achieved in the community

III. WHY RESOURCE PERSONS ARE USED--Resource persons are needed for the contribution they can make to the career education of students by:

A. Providing students first hand knowledge of employing establishments; actual occupations--their duties, requirements, working situations and environment, opportunities, advantages and disadvantages; and the contributions to the community.

B. Indicating the needs for relating what goes on in school with actual jobs.

C. Stimulating students to see meaning in their classroom preparation for careers and thus increasing interest in school work.

D. Giving concrete illustrations or demonstrations of the use of things taught and learned in the classroom.

E. Providing students experience in planning, decision making, critical thinking and problem solving in career-related activities.

F. Developing in students the powers of observation, asking questions, searching for information to solve problems or questions about careers and seeking relationships to school work.

III. WHY RESOURCE PERSONS ARE USED (Continued)

G. Making knowledges and skills more functional--learning to use by using, and learning to do by doing.

H. Coordinating learning activities by bringing them together and using them in meeting practical problems and situations in preparation for future careers.

I. Facilitating the combination of group learning and individualized and personalized learning experiences for students with similar and different needs, abilities, and interests.

J. Emphasizing good human relationships and the practicing of them.

K. Expanding the opportunities for understanding and developing the responsibilities involved in community citizenship.

IV. WHEN RESOURCE PERSONS ARE USED--

A. They are utilized when by so doing better learning experiences are provided for students than would be obtained from other sources.

B. They are a part of planned instructional program and curriculum, utilized at an appropriate time in the scope and sequence of teaching-learning activities.

C. They are a natural outgrowth of the learning experiences planned or underway.

D. They are suited to the developmental levels of the students involved, and their career interests, knowledges, skills and abilities.

E. They can help students in meeting specific objectives of career education as indicated by measurable changes in individual behavior and development.

F. They are adequately prepared by their experiences to give a competent, realistic, current, and understandable picture of the career areas covered.

G. They are available at a time when their use is most needed and effective in aiding students to develop the necessary knowledges and skills for performing the work done in the occupation or career, and will likely motivate them or lead them into activities and learning experiences of value related to the career.

H. They are able to stimulate interest in new information and skill development, related to specific careers.

IV. WHEN RESOURCE PERSONS ARE USED (Continued)

I. They are able to lead students to participate in a variety of classroom activities involving role playing, dramatizations, reading, research, reporting, using music, drawing, graphic display, bulletin board exhibits, construction or experimental projects to expand and illustrate information obtained on careers.

J. They can show the inter-relationship between school subjects needed in the world of work.

K. They can stimulate students to want to learn more about the careers by hands-on experience, on-site visitations, interviews and observations of workers and employers, and through the use of materials or products supplied by the resource person.

L. They are worth the time and adjustments in scheduling to involve them.

M. They effectively use the time allotted to them.

N. They are located where suitable travel arrangements and time out from their businesses can be arranged.

O. They are not overburdened by excessive calls for presentations, so as to cause poor relationships.

P. They are scheduled by the school and parish coordinator so that all school needs are met without duplication of effort by teachers and counselors and some means of control is used. The person doing the coordinating must be capable of identifying the resource persons who can best meet the needs of specific teachers and students. Frequently a counselor is in a good position to be acquainted with the various aspects of the situation to recommend and schedule resource persons and visitations. They can use a Career Resources Information Directory to coordinate these arrangements.

Q. They are listed in a Career Resources Information Directory and have completed a "Career Resource Persons and Materials Inventory Form," which can be used for reference by the school coordinator and teacher.

V. HOW RESOURCE PERSONS ARE LOCATED--

A. Surveys are conducted at schools, employing establishments, civic, business, labor, industrial, and professional organization meetings to secure completion of forms by persons willing and able to serve as resource persons (See forms 5,6,7,8, pp.113-120

B. Students may take forms home for parents, relatives, or neighbors to complete.

V. HOW RESOURCE PERSONS ARE LOCATED (Continued)

C. Teachers may complete forms listing their competencies, and those of others they know who may serve, including students. Teachers may have persons they recommend to also complete the forms.

D. Counselors may coordinate the issuing, completion, collection, and assembling of forms used at the schools to locate resource persons through the classrooms, faculty, and school organizations--student and parent.

E. Counselors, teachers, students, and administrators may contact employers directly on the job to secure completion of survey forms for resource persons. This can help community relations with the schools and provide educators first-hand knowledge of career opportunities and resource persons in the community.

F. Advisory Committee members can contact members of their establishments and of the civic, business, professional, industrial, labor, or governmental organizations to which they belong to secure completion of resource person survey forms by fellow members and associates.

G. Various media can be used to inform the public of the need for resource persons and the steps to go through to become registered, and find out "who is willing to do what."

H. Use previously accumulated data from surveys made by other organizations and groups.

VI. HOW RESOURCE PERSONS WILL BE LISTED

A. After all the survey forms and data obtained on potential resource persons is collected, assembled, processed, analyzed, and evaluated, the basic data will be printed out in a form which can be distributed to the school coordinators, as a Career Resources Information Directory

B. Resource persons will be listed in the Career Resources Information Directory as follows:

1. SPEAKERS AT SCHOOLS

a. Occupational group--three digit code number in the Dictionary of Occupational Titles, Part II (See pp. 110-111)

b. Career areas (Occupational Titles)

c. Name of resource person

d. Position (See D.O.T. three-digit code)

e. Name of employing establishment (by Standard Industrial Code and abbreviated name of organization) (pp. 86-87)

f. Address and telephone number

VI. B. 1. Speakers at schools (Continued)

Grade levels for which appropriate, school, address

Methods of resentation (Demonstration, discussion, talk, audio-visuals)

Arrangements needed to be made in advance by teacher

1.) Contact coordinator, get approval, contact resource perso

2.) Type presentation, date, time, equipment, place arrang

3.) Pre-planning activities: (Forms 11-15, pp. 125-129)

a.) Make part of year's plan; arrange 3-4 wks. in advan
b.) Review "Check List for Requesting Speakers" (p. 12
c.) Prepare information needed by coordinator; submit
d.) Prepare information needed by resource person
e.) Advise resource person on particulars by phone-let
f.) Prepare students for participation, taking notes
g.) Plan methods of student reporting, using in teachi
h.) Secure forms for reporting use and evaluation
i.) Follow-up plans

2. INDIVIDUAL OR SMALL GROUP INTERVIEWS WITH CONSULTANT

a. Occupational group D.O.T. Part II three digit code numbers (pp. 110-111)

b. Career areas (Occupational Titles) (D.O.T. three-digit cod

c. Name of resource person

d. Position title

e. Name of employing establishment (by Standard Industrial Code and abbreviated name of organization) (pp. 8

f. Grade levels for which appropriate

g. Address of place for interview; telephone number

h. Arrangements needed in advance (pp. 61-69, Forms 11, 17, pp. 125, 134)
1.) Contact coordinator, get approval, contact resource perso

2.) Arrange with resource person-date, time, place; student materials, transportation; letter of suggestions to resource person; preparation of students for interview.

VI. B. 2. h. Arrangements needed in advance (Continued)

3.) Preparation (See pp. 125-134)

a.) Plans for questions, letter of suggestions
b.) Supplies, transportation arranged for
c.) Background information prepared and provided students
d.) Recording of interview planned, equipment obtained
e.) Class reporting procedure planned
f.) Use in teaching determined
g.) Forms for reporting and evaluating obtained
h.) Follow-up, including "thank you" letters prepared

3. ON-SITE VISITATIONS (FIELD TRIPS) (See "A Guide for On-Site Visits," p. 53 and "Example of Guide for Field Trips..." p. 60)

a. Occupational group--D.O.T. Part II three digit code numbers (See pp. 110-111)

b. Careers areas (Occupational Titles) (D.O.T. Three Digit Code)

c. Name of resource person

d. Position title

e. Name of employing establishment (By S.I.C. code and abbreviated name) (See pp. 86-87)

f. Grade levels for which appropriate and size of group

g. Address of place for visitation; telephone number

h. Arrangements needed in advance (See pp. 125-129, 134-135)

1.) Contact coordinator, get approval, contact resource person

2.) Type visit, how made, date , time, place arranged

3.) Preparation--planning: (See pp. 53-69)

a.) Tour plan, schedule, personnel, processes, activities, services and/or products to be observed, questions to be answered
b.) Applications for and approval for field trip
c.) Parent permit slips issued and received
d.) Transportation arrangements made
e.) Reporting and follow-up plans, evaluation, "thank you" letters.

4. OBSERVATIONS OF INDIVIDUAL WORKERS (Form 17, pp. 134-135)

a. Occupational group--D.O.T., Part II, three digit code numbers (See pp. 110-111)

b. Career areas (Occupational Titles) (D.O.T. Three Digit Code)

VI. B. 4. Observations of Individual Workers (Continued)

c. Name of resource person

d. Position title

e. Name of employing establishment (by S.I.C. and abbreviated business name) (See pp. 86-87)

f. Grade or age levels for which appropriate

g. Address of place for visitation; telephone number

h. Arrangements needed in advance (See pp. 67-69, 125-129, 134-135)

1.) Contact coordinator, get approval, contact resource person

2.) Arrange observation date, time, place, student preparation

3.) Preparation-planning (See pp. 67-69)

a.) Purposes, procedures stated, transportation arrang
b.) List things to learn: job name, duties, tools, equipment, materials used, skills and abilities ne
c.) Facilities, processes, product or services provide
d.) Workers attitudes toward work, employer, supervisor
e.) Preparation required, opportunities as a career, how to enter, advance, future outlook

4.) The reporting, evaluation, follow-up procedures

5. CAREER AND OCCUPATIONAL MATERIALS (Forms 7-10, pp. 116-124, 187-203)

a. Occupational group--D.O.T. Part II, three digit code numbers (See pp. 110-111)

b. Career areas (Occupational Titles) (D.O.T. three digit code

c. Types of material and grade levels:

1.) Audio-Visual Aids (charts, displays, films, filmstrips, pictures, slides, transparencies, recordings, etc.)

2.) Reading Material (books, bibliographies, directories, job descriptions, periodicals, personnel handbook, training manuals)

3.) Programmed data (Printouts from data processed information on jobs, training, etc.)

4.) Resource materials (articles, equipment, models, samples, products, tools, etc.)

VI. B. 5. Career and Occupational Materials (Continued)

d. Resource Persons or Other Sources of Career and Occupational Materials

e. Addresses of sources

f. Values (advantages, disadvantages)

g. Rating/Evaluation (1. Very Good, 2. Good, 3. Average, 4. Below Average, 5. Inferior-Poor)

h. Instructional areas applicable (courses, units, specific topics/projects)

VII. PLANNING USE OF RESOURCE PERSON (Forms 11, 12, 13, pp.53-55, 125-129)

A. Work with coordinator in reviewing Career Information Resources Directory and "Check List for Obtaining Resource Persons"

B. Select appropriate resource person and alternates suited to purposes and phase of career education program

C. Secure approval for use of resource person from school coordinator

D. Contact resource person in person and/or by phone, discuss needs, secure services, schedule. Send letter of confirmation and suggestions. After presentation file reporting-evaluation forms

E. Advise resource person on particulars--specific purposes, age-group, size of group, time available, background and preparation of students, interests of students, where, date, time of presentation, transportation. (This is coordinator-teacher briefing of the resource person in conversation and letter.)

F. Consider arrangement of room, equipment and facilities required, checking those to be supplied by resource person; those by school.

G. Assemble materials and develop plans for in-school preparation of students, participation, recording, follow-up

H. Inform other teachers of plans, in case the activity can be shared or will take your students out of their classes during activity

VIII. PREPARATION FOR USE OF RESOURCE PERSON (TEACHER AND STUDENTS) (pp. 53-54, 67-69, 70-77, 125, 134-135)

A. Arouse interest; provide background and readiness through use of materials, films, discussion, reading, bulletin board displays, etc.

B. Keep daily log of planning for activity (Done by students).

C. Present qualifications, background, interests of resource person (obtained from "Resource Persons and Materials Inventory Form") (Forms 5, 6, 7, 8, pp. 113-121).

VIII. PREPARATION FOR USE OF RESOURCE PERSON (Continued)

D. Formulate specific purposes for presentation.

E. Suggest how resource person can meet purposes in conversation/letter.

F. Identify special information to be sought by students.

G. Develop list of questions to be answered by resource person. (Send copy to resource person in advance of activity.)

H. Select one or more students to serve as recorders. (Brief students on what a recorder is expected to do.)

I. Provide each student with duplicated copy of questions to be answered and activity plans.

J. Arrange for student hospitality, introduction of resource person.

K. Establish conduct and behavior codes for activity.

L. Plan for question-and-answer period.

M. Suggest how to express appreciation.

N. Indicate importance of impression the group makes on the resource person.

IX. PRESENTATION BY RESOURCE PERSON (Forms 11-13, pp. 125-129)

A. In introductions of students, do them properly and clearly. (Introduce recorder)

B. Introduce resource person and state briefly and clearly why he is here and what he is to do.

C. Follow plans prepared for the activity.

D. Keep interruptions to the minimum. (Both students and resource person have plans--make them work.)

E. Teacher keep in background so resource person will talk to students.

F. During question and answer period, follow procedure agreed upon in preparation for activity. (This time is primarily for the students, not for the teacher.)

G. Protect time for end of activity. (Appoint a clock-watcher, if necessary.)

H. Express appreciation to resource person.

I. Make comments of constructive criticism in the spirit of fair play.

X. FOLLOW-UP ACTIVITIES (Form 11, p. 116)

A. Report of recorder on the presentation.

B. Check-back on answers to questions.

C. Note new questions and problems that emerge.

D. Evaluate the presentation in terms of how well the group managed itself.

E. Discuss critically how the presentation could be improved.

F. Send letter of appreciation to resource person.

G. Write up visit for school newspaper, local press.

H. Arrange displays of audio-visuals, published materials, programmed and other resource materials.

I. Use expressive media to portray what was learned.

J. Relate findings, etc.,to school subjects and problems.

K. Share experiences and learnings with others by reports to other classes, invitations to visit displays, materials on bulletin boards, etc.

L. Prepare a notebook of activity as a record for use in further work and for use of other groups, or the teacher, using the same resource person or studying the same problems.

M. Suggest that students talk with parents and other people about how the visit was planned and what was learned.

N. Prepare evaluation report for school files and for resource person.(See suggested forms for "Evaluation of Resource Person," "Teacher's Reporting Form," "Resource Person's Reporting Form," and "Form for Self-Evaluation by Resource Person," Forms 14A-B, 15-16, pp. 29, 30, 130-133, 164, 165)

A GUIDE FOR ON-SITE VISITATIONS (FIELD TRIPS)*

A field study trip is a planned experience outside of the regular classroom.[1] The experience may be called a trip, a school journey, an educational travel program, or an excursion. The name is unimportant. It is essential, however, that the community itself, as well as the teacher and the administrators, understand what field study trips can contribute to the total educational program.[2] Going outside the classroom is a most effective learning technique. Psychology maintains that people learn best from first-hand experiences.[3] This is true only if the trip is an integral part of the educational program, planned to accomplish certain ends which could not be accomplished as well by any other approach. Trips for the sake of taking trips are wasteful of time and ineffective for learning.[4] The field study experience encourages the learner to be a "spectator, participant, observer, interviewer, and statistical and case study data gatherer." The learner is in contact with the real situation and such an experience results in the best learning.[5] Olsen outlines some general objectives for using field study trips.[6]

1. To stimulate imagination and learning by providing sensory perceptions which cannot otherwise be experienced.
2. To deepen insight into even familiar phenomena in the environment, for as these matters are freshly interpreted, they take on new meaning.
3. To integrate classroom instruction by exposing the artificiality of conventional subject matter divisions, and by enabling students to view facts and forces as they exist in their everyday relationships in living communities.
4. To arouse student interest in new areas of thought and activity.
5. To teach the art of living with others from experiences of planning, sharing, traveling and working together.
6. To facilitate opportunity for personal experiences which are real.

*See "Footnotes" listed at conclusion of guide.

7. To motivate school work by utilizing natural curiosity and guiding into exploration and discovery.
8. To build character through practical necessity of developing such traits as courtesy, patience, sportsmanship and cooperativeness.

Each trip is made up of three essential parts. First is the pre-planning; second, taking the trip; and third, the follow-up activities.

PLANNING THE TRIP

The success of any field study trip depends on how much thorough, pre-planning, and organization the teacher has employed before the students leave the school. Preparation is the keynote, if the student is to have a pleasant and fruitful learning experience.[7]

Check List for Planning the Trip[8]	Scheduled	Done
1. Has permission been granted by the proper authorities?		
a. Has permission been secured from the principal and the superintendent?		
b. Has permission been secured from the parents?		
c. Has permission been secured from the place to be visited?		
2. Did the teacher and the pupils cooperatively plan the trip?		
a. Have the objectives been established?		
b. Have questions been formulated?		
c. Have safety rules been established?		
d. Was there discussion about conduct and courtesy?		
3. Have the students participated in gathering background information for the trip?		
4. Have arrangements been made for chaperones or adult leaders?		
5. Have pre-arranged rest stops been scheduled?		

	Scheduled	Done
6. Has the program been confirmed by those in charge at the destination?		
7. Has the class discussed the mechanics of the trip so they know what to expect?		
8. Has the class discussed what things to look for?		
9. Has the class discussed the importance of the trip and why time is taken for it?		
10. Have final instructions been printed for the students?		
11. Have all the proper arrangements been made for transportation?		
a. Are all the vehicles covered with insurance?		
b. Do the drivers have proper instructions?		
c. Are maps necessary to direct the drivers on the planned route?		

TAKING THE TRIP

As the trip gets under way, effort should be made to see that it keeps to the time schedule.[9] The itinerary should follow as closely as possible the original planning. Ample time should be allowed to avoid a late return to school.[10]

See "Final Check List," p. 58.

Olsen gives a last minute check list which will guide the teacher in the final preparation just before the trip.[11]

1. Check the physical condition of the students.
2. Check the attire of the students for its appropriateness.
3. Check to see if all students brought all essential carfare, lunches, equipment, etc.
4. Check to see that all students returned the consent slips.
5. Summarize briefly the purpose of the trip.
6. Determine whether the students with special jobs understand their responsibilities.
7. Emphasize the importance of safety first and point out any hazards that will be encountered.

8. Review the essentials of good behavior.

9. Have the class get drinks and go to the rest rooms before they leave.

The following suggestions will help to make the trip both safe and successful.[12]

1. Establish definite routines for all trips -- to reduce the management factor to a minimum.

2. Use the "buddy" system. Make each student responsible for knowing the whereabouts of his buddy at all times.

3. Put slow moving pupils at the head of the line to set the pace.

4. Train leaders to stop at corners and designated places before crossing streets.

5. Put reliable persons at the end of the line to prevent straggling.

6. When the class is crossing the street, stand in the center of the crossing to direct the traffic.

7. On train trips, avoid the first and last cars if possible.

8. Particularly with little children, arrange for all to visit the toilet before leaving the school.

9. Encourage pupils to bring their lunches in boxes wrapped, tied and labeled.

10. Discourage carrying more than a predetermined amount of money and limit the types of purchases.

FOLLOW-UP ACTIVITIES

The field study should not end with the trip. Some of the most important learnings take place in the review and summary and other follow-up activities.[13] The whole trip should be discussed and evaluated by pupils, both in relation to the subject being studied and in relation to methods of improving future trips.[14]

Check List for Follow-Up Activities[15]	Yes	No
1. Were the purposes of the trip fulfilled?		
2. Did the group find answers to the questions?		
3. Did the trip provide helpful information for the unit under study?		
4. Could the trip fulfill other objectives?		
5. Was the trip beneficial and the best way of securing answers to the problems?		
6. Was it worth the time and effort?		
7. Was it worth the cost?		
8. Were there any unexpected problems that pre-planning should have answered?		
9. Were the guides properly informed and prepared?		
10. Were the students properly prepared?		
11. Were any new interests developed?		
12. Should the trip be recommended to other classes?[16]		
13. Could the teacher develop skills in observation?		
14. Were social skills and responsibilities developed as the group planned, worked and travelled together?		
15. Were meaningful language skills developed from outlining, keeping notebooks, writing letters, and giving reports?		
16. Did better understanding result between the teacher and students as they worked together in planning for and taking the trip?		

FINAL CHECK LIST

	Scheduled	Done
1. Check the physical condition of the pupils. Make sure parents have taken care of all necessary medication.		
2. Check the attire of the pupils for its appropriateness.		
3. Check to see that all pupils returned the consent slips.		
4. Summarize briefly the purpose of the trip.		
5. Determine whether the pupils with special jobs understand their responsibilities.		
6. Emphasize the importance of safety first and point out any hazards that will be encountered.		
7. Have the pupils establish their own rules of good behavior.		
8. Have the class elect their own group leaders (one/five pupils).		
9. Make name tags for all pupils, teachers, chaperones and tour leaders.		
10. Make attendance lists for chaperones.		
11. Have the class get drinks (short ones) and go to the rest rooms before they leave.		

FOOTNOTES

[1]Adelene E. Howland, How to Conduct a Field Trip, How to Do It Series, No. 12, (Washington: National Council for the Social Studies, 1962), p. 1.

[2]Margaret Gustin and Natalie Hopkins, A Field Trip Guide for Elementary Schools, (Hartford: Connecticut State Department of Education, 1957), p. 1.

[3]Edward G. Olsen, School and Community, (New York: Prentice-Hall, Inc., 1945), p. 209.

[4]Freeman, Dowling, Lacy and Tippett, Helping Children Understand Science, (Philadelphia: The John C. Winston Company, 1954), p. 269.

[5]Earl S. Johnson, "Field Trips and the Development of Intellectual Skills," Social Education 20: 120; March 1956.

[6]Olsen, op. cit., p. 208.

[7]Carlton B. McNair and others, Field Trips: Planning for Them, Carrying Them Out and Profiting from Them, (Washington: National Aviation Education Council, 1956), p. 1.

[8]Mark Sorenson, "Have You Tried Teaching by Field Trips?" Montana Education 36: 25; April 1960; Theodore T. Toporowski, "Our School Trips are Educationally Profitable Because ___," School Activities 32: 146: January 1961.

[9]Clifford Lind, Preparing for Field Trips, Curriculum Bulletin No. 221:4, (Eugene, Oregon: School of Education, University of Oregon, 1962).

[10]J. W. Brown, R. B. Lewis, F. F. Harcleroad, A-V Instruction Materials and Methods, (New York: McGraw-Hill Book Co., 1959), p. 365.

[11]Olsen, op. cit., p. 219.

[12]Brown, Lewis, Harcleroad, op. cit., p. 366.

[13]Lind, op. cit., p. 5.

[14]Howland, op. cit., p. 7.

[15]Lind, op. cit., p. 7.

[16]Brown, Lewis, Harcleroad, op. cit., pp. 366 and 368.

[17]Stamford Public Schools, Stamford, Conn.; Connecticut State Department of Education.

FINAL CHECK LIST

	Scheduled	Done
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[14]Howland, op. cit., p. 7.

[15]Lind, op. cit., p. 7.

[16]Brown, Lewis, Harcleroad, op. cit.. pp. 366 and 368.

[17]Stamford Public Schools, Stamford, Conn.; Connecticut State Department of Education.

EXAMPLE OF GUIDE FOR ON-SITE VISITATION (FIELD TRIP)

A.

Planning for visit to manufacturing plant or other employing establishment:

1. Visit school shop and identify some of the manufacturing machines such as lathe and milling machines. Visit _____ and have teacher point out some of the _____ equipment.

2. Students should be prepared to discuss manufacturing or _____ occupations with the factory representative. Student Committee should make arrangements with resource person for visit.

3. Students should choose two occupations they would like to study and report to class on, after visitation to plant.
   a) Emphasize importance of these occupations
   b) Find out approximately how many persons are employed
   c) What is future status of these occupations?
   d) What training is needed to enter?
   e) Do you have to be a high school graduate?
   f) Is there an apprentice program for this occupation?

4. Make arrangements for visit to local manufacturing plant or printing plant. Class should be divided in groups of four or five students. One adult should be invited to go.

Have resource persons from manufacturing plant or _____ visit class.

The following organizations are cooperating with this study:

Organization	Resource Person

Resource person should be prepared to discuss specific occupations in his plant. He should be preparing the students for their visit.

If the resource person could bring some material with him to demonstrate what is done in his plant it would be much more effective. For example, materials showing various manufacturing operations and an explanation of what machines and what jobs do this, such as a film or filmstrips.

Other operations should also be demonstrated.

Students should help make arrangements with resource person for class visit to plant.

Resource person should, if at all possible, be the host, when the class or members of the class visit the plant.

Resource person should explain what they will see and prepare the students to get the most out of their visit.

Topical Outline	Suggestions for Teaching-Learning Activities
5. Choosing students for plant visit.	Students wishing to make plant visit should show an interest, and only those with a genuine interest in manufacturing or _____ should be allowed to make the trip.

Typical Outline	Suggestions for Teaching-Learning Activities
B. Procedure for scheduling field trip to manufacturing or employing organization	Arrange field trip through Counselor-Coordinator Office, _____ School, _____ Identify the plant you wish to visit and the day and the time. Indicate the name of the resource person who visited your class and the plant he represented. Also indicate if you have enough adults (1 per 5 students) going on the trip, and finally, give the number of students you intend to take. Students should be divided into groups before they leave the school. Resource person should know ahead of time the number of youngsters and adults visiting. He should be given an opportunity to plan the plant tour so that students will be given an opportunity to see individuals performing in their occupations. Students should get a chance to talk to two or three of the workers observed. Several committees might be used effectively and individual students given personal responsibility for carrying out assignments.

Typical Outline	Suggestions for Teaching-Learning Activities
C.	
I. Review of field trip Identify occupations observed	Make a complete list of jobs seen on field trip.
Classify occupations according to category or type of work involved.	Discuss manufacturing plant or other places visited and what they are engaged in producing. Have student committees report to class on their particular occupations. Give class an opportunity to ask questions of the committee. Have class classify the occupations discussed as: Unskilled Professional Clerical Semi-skilled Technical Sales Skilled Managerial Service Have students give their reasons for classification. Show slides and films; listen to tapes made during field trips. Each group will be responsible for making a report to class on their observations.

Topical Outline	Suggestions for Teaching-Learning Activities
D.	
I. Preparation for visit to training facility. 1. Education and training required (high school, post-high school, on-the-job training) A. Where education and training can be acquired 1. Local high school 2. Local technical high school 3. Apprenticeship program 4. On-the-job training	Teachers should go over with the class the training facilities available to them. Guidance counselors will be helpful.
II. Plan visit to training facilities	Visitations will be arranged by Project Director (Resource Person)
Use "Check List for Planning Visits," pp. 54-55	Teachers should requests a date for visiting _____ employing organization areas. A two period block should be scheduled which will include travel time. Members of _____ and _____ staffs will explain their programs and discuss with students how they might apply for the vocational courses. Training facility may be visited. Resource Person will make arrangements.

Topical Outline	Suggestions for Teaching-Learning Activities
E.	
1. Field trip to training facilities	Arrange field trips to training sites where students can observe training programs. Make arrangements for students to talk to individual trainees and also be given an overview by the institution. Divide students into small groups for training visits but bring them together for their interview with the instructors. Have students prepare specific questions they will ask.

Topical Outline	Suggestions for Teaching-Learning Activities
F.	
I. Review of training facility field trip. Discuss training and identify specific occupations for which the training was aimed.	What vocational courses are taught? Machine Shop Drafting Graphic Arts Automotive Repair Service Station Operation and Management Appliance Repair What vocational courses are taught? Machine Shop Drafting Electronics Electricity Automotive Plumbing Carpentry Heating and Steamfitting Meter/Small Engine Repair Hairdressing and Beauty Culture Barbering Licensed Practical Nursing What occupational courses are taught?
G.	
I. Post-Inventory and Evaluation	

GUIDE SHEET ON WHAT THE STUDENT MIGHT WANT TO KNOW

1. History of the occupation

2. Importance of the occupation and its relation to society

3. Duties
   A. Definition of occupation
   B. Nature of the work

4. Number of workers engaged in occupations

5. Qualifications
   A. Age
   B. Sex
   C. Special physical, mental, social, and personal qualifications including those obviously necessary for services in all types of work
   D. Special skills essential for performance on the job
   E. Special tools or equipment essential for the performance
   F. Selection
   G. Legislation affecting occupation

6. Preparation
   A. General education
   B. Special training, including probable cost of training
   C. Experience

7. Methods of entering
   A. Public employment service
   B. Special employment agencies
   C. Civil Service examinations
   D. Apprenticeship
   E. License, certificate, etc.
   F. Other methods and channels

8. Time required to attain skill
   A. Special apprenticeship or union regulations
   B. Length of period of instruction on the job
   C. Length of time before median and maximum rates of pay are reached

9. Advancement
   A. Lines of promotion: jobs from which and to which workers may be promoted
   B. Opportunity for advancement

10. Related Occupations
    A. Occupations to which job may lead.
    B. Occupations from which one may transfer

11. Earnings
    A. Beginning wage range
    B. Wage range in which largest number of workers is found
    C. Maximum wage received by most highly skilled
    D. Median and average salary, if available, and difference for sex and age groups
    E. Annual versus life earnings
    F. Regulations
    G. Benefits
    H. Rewards and satisfaction other than monetary

12. Conditions of work
    A. Hours
    B. Regularity of Employment
    C. Health and accident hazards

13. Organizations
    A. Employers
    B. Employees

14. Typical places of employment

15. Advantages and disadvantages not otherwise enumerated

16. Supplementary information
    A. Suggested readings: books, pamphlets
    B. Trade and professional journals
    C. Other sources of information
    D. Lists of associations, firms, or individuals who may provide further information

EVALUATION OF JOB OPPORTUNITIES

Rate each job on the factors in the left hand column according to the following scale:

1. Excellent
2. Good
3. Average
4. Fair
5. Poor

	Title of Job #1	Title of Job #2	Title of Job #3
Beginning Salary			
Possibility of Raises			
Work Environment			
Physical Demands			
Convenience of Location			
Reputation of Firm			
Fringe Benefits			
Co-worker Relations			
Use of My Abilities			
Interesting Work			
Pressures			
Learning Opportunity			
Variety of Activities			
Service to Others			
Opportunities for advancement			
Hours of Work			
Social Status			
TOTAL SCORE			

GLOSSARY

VITAL
GLOSSARY

Section 1

Aperture card--An "IBM"-type card with a small film window near one end which contains microfilmed occupational information.

Aptitude--The capacity for learning; a natural ability.

Career Analyst--A professional trained in the art of researching general and local occupational information and writing job descriptions.

Dictionary of Occupational Titles (D.O.T.)--A publication of the U.S. Department of Labor which contains a numerical and alphabetical list of all the jobs in the United States.

Entry skills--Those skills which the individual must master before he is considered for initial employment in a given occupation.

General Aptitude Test Battery (GATB)--An aptitude test developed by the Federal Government (Department of Labor) which has a high correlation between aptitudes and job success.

General Occupational Information--Those things about a job that remain constant in any geographical area; i.e., physical traits, personality traits and aptitudes. (Local variables depend upon differences in employer requirements)

Handicapped--A disadvantage that makes achievement unusually difficult.

Hard copy--The copy or "printout" of the occupational information contained on aperture cards.

Job family--A group of occupations which all require closely related entry skills, aptitudes, and training. (Clusters group all occupational levels in a field

Local occupational information--Those job characteristics, conditions, pay, benefits requirements that are pertinent to a specific geographical area (and manpower needs

Occupational Aptitude Pattern (OAP)--A cluster of aptitudes as reflected by the GATB which specifies capacities considered important to a worker in relation to adequate performance in a specific job or occupational family.

On-campus work station--The part-time assignment of a special education student to work with and assist regular employees of the school system who work on the specific campus where the student receives training. Examples would be assisting in the school cafeteria, assisting on-campus maintenance crews, and assisting on-campus custodial staff.

On-job-training--The student is placed in a specific job in the community where he receives legitimate training leading to possible future employment. The student usually works for a limited wage while in training.

Reader-printer--A machine which is placed in an accessible place at school making it possible for the student to read the microfilmed information on the aperture card and, if he so desires, make "take-away" copies of that information. (A Reader only allows reading, but not printing out copies)

Special education--The provision of services additional to, supplementary with, or different from those provided in the regular school program by a systematic modification and adaptation of equipment, teaching materials, and methods to meet the needs of exceptional children.

Teacher's guide--(Curriculum Guide) A handbook designed to be used by teachers. It introduces students to the basic concepts and attitudes that are needed to enter the world of work.

Training station--Place where a student is receiving some form of occupational training, either on-campus work station or with some business firm in the community.

VITAL-- An acronym for Vocational Information Techniques Applied Locally.

Vocational--Being in training in a skill or trade to be pursued as a career.

Work station--Any location where a student may be assigned to learn specific work habits or trades and where he can be given supervision by his special education teacher or by the vocational adjustment coordinator.

World of work--A generic term used to refer to all occupations that are available to all people; used to indicate the world in which a student will live after completing high school training.

VITAL CAREER INFORMATION CENTER
P. O. BOX 44064 CAPITOL STATION
BATON ROUGE, LOUISIANA 70804

GLOSSARY OF CAREER GUIDANCE TERMS*

Section 2

1. Abilities - Actual power to perform acts, physical or mental, whether or not the power is attained by training and/or education. Ability implies that the task can be performed now.

2. Adaptability - the quality of being able to adjust one's self to changing expectations within an occupation.

3. Adjustment - The process of personal modification which one must accept as part of the changing world. (Indicated by affective behavior-feelings and emotions, cognitive behavior)

4. Aptitudes - The tendencies, capabilities, or potentials to learn or understand. (Scores on "The General Aptitude Test Battery" can be compared with "Occupational Aptitude Pattern" norms and "Specific Aptitude Pattern" norms for local occupations.)

5. Attitudes - Relate to tendencies to accept or reject particular groups of individuals, sets of ideas, situations or values reflected in speech and behavior.

6. Avocational - An activity pursued in addition to one's work mainly for leisure (hobby). Any individual whose career provides him with a means of livelihood and some leisure time can find satisfaction through his avocation in areas of life other than his career.

7. Career - The sequence of occupations and/or jobs engaged in or occupied throughout the lifetime of a person.

8. Career Development - A continuous, developmental process, a sequence of choices which form a pattern throughout one's lifetime and which represent one's self-concept.

9. Career Development Process - A lifelong process which involves a series of experiences, decisions, and interactions, and which, taken cumulatively, results in the formulation of a viable self-concept and provides the means through which that self-concept can be implemented both vocationally and avocationally.

10. Career Education - Means of implementing and facilitating an individual's career development.

11. Career Planning and Preparation - Describes the process whereby a person examines his interests and abilities in relation to careers. As decisions are made within his chosen career field, he must fulfill certain education and training requirements.

Cluster (See "Occupational Cluster")

12. Cognitive Behavior - The conceptual, perceptual, and motor processes involved in activity.

13. Community - Body of individuals organized into a unit linked by common interests--(society-at-large;people in general.)(Also, involves school-community activities)

14. Concepts - Major ideas, thoughts or notions identified as essential to the career development process.

15. Conditions - Circumstances which exist as a result of modifying factors.(For example: the unemployment rate and its relationship to government spending, working conditions are the location, surroundings and environment in which a specific job occurs.)

* From Wisconsin and other state career curriculum guides, glossaries and dictionaries.

16. Decision Making - Determination arrived at after consideration. (Required skills)

17. Decision-Making Process - Act of deciding upon an occupational course of action in a systematic way, using-decision making skills.

18. D.O.T. - Dictionary of Occupational Titles - Comprehensive occupational informatinn resource which classifies jobs alphabetically, numerically, by worker trait, industrial categories, divisions, and groups; also describes jobs.

19. Dignity and Worth - Degree of esteem (intrinsic worth) and relative values of a person related to moral, intellectual, and personal values.

20. Economic Structure - The arrangement of the economic components making up the free enterprise system (income earner, producer, consumer).

21. Educational Preparation - An educational process whereby a person meets certain competency requirements in order to enter and remain and advance in a certain occupation.

22. Employability - Being able to secure and maintain employment through proper training and the exercising of good work habits.

23. Employment Trends - General direction, development and movement of jobs which includes: (1) Whether workers are currently in demand; (2) Whether employment is expected to increase or decrease; (3) What the main factors are which can influence the growth and decline of the occupation.

24. Entry Level - The first job one assumes in an occupational area.

25. Environment - The surrounding conditions, influences or forces that influence or modify the career development process.

26. Evaluation Procedures - Those procedures designed to test the effectiveness of learning activities and objectives. (Student self-assessment is one example)

27. Extrinsic - The easily identifiable and extraneous features of occupations. (Such as pay, hours)

28. Financial Aids - Monetary assistance which enables one to meet necessary occupational training and/or educational requirements. (Also called student aid)

29. Follow-up Service - Finding out what happens to students after they leave school to aid their work or educational adjustment and improve the school's program.

30. General Education - Often referred to as a liberal education. It is training of a broad academic nature which does not have a particular occupational objective. (May involve training which helps a student reach general life-goals.) (Goals-Something things which one desires or wants most to reach--achieve)

31. Guidance - An organized effort to help the individual reach his full potential, including self-assessment, career awareness, exploration, selection, preparation, placement, and follow-up as steps in the career development process.

32. Individual Potential - Describes the capacity of the individual for changing and/or developing into a state of self-fulfillment.

33. Industry - A group of productive, profit-making enterprises that have a similar technological structure for production and that produce or supply technically substitutable goods, services, and sources of income. (Also, an economic unit, generally at a single physical location where business is conducted or where services or industrial operations are performed. An establishment is classified by type of activity in which engaged and by a numerical code using the Standard Industrial Classification (SIC) Manual.)

34. Institutions - The sum total of the patterns, relations process, and material instruments built up around major human activities. They regulate and standardize the behavior of employees. (Also, educational institutions, such as schools)

35. Interdependency - Mutual dependence on one another.

36. Interests - Through the study of self and occupations within the work world, one expresses a preference for an occupational field or career area. Interests may be expressed verbally as preferences, inventoried on check lists or questionnaires, manifested by actions, behavior and participation, and tested under controlled conditions.

37. Interplay - Mutual action or influence - describes a reciprocal relationship.

38. Intrinsic - The internalized or inner values of an occupation which take on a personal significance.

39. Job - Employment undertaken for remuneration involving specific duties in an organization.

40. Job Description - Descriptive statement of account giving properties of a particular job. (Includes purposes, duties, working conditions, pay, hours, benefits, opportunities, worker traits and qualification requirements, training and other job data)

41. Job Families - Describes jobs which are related through similarity in work performed; tools, equipment and materials used; knowledge needed; and mental and physical characteristics required of workers.

42. Job Family - Employment related through common elements of job or worker characteristics such as similar job duties; tools or equipment used; knowledges, skills and traits needed.

43. Job Level - Position of a specific job based on achievement, importance and value. Jobs may be ranked by prestige, wages, authority, freedom, education or intelligence of workers.

44. Job Requirements - Specifics needed to satisfy a particular area of work - knowledges, skills, abilities, personal traits, training and experience required.

45. Learning Activities - Those teaching strategies identified to implement topical areas. (Things done to bring about knowledges, skills, understandings, or behavioral changes)

46. Learning Outcomes - Those achieved knowledges, skills, understandings, attitudes or appreciations which have demonstrated the reaching of objectives or behavioral changes.

47. Leisure Time - Free time after the practical necessities of life have been attended to, an increasing commodity in our society due to technology. It is that time which may be filled with activity which has its reward in doing rather than in the end product. (May involve avocations, hobbies, or recreations)

48. Life Style - An individual's way of life determined by attitudes and values expressed in a self consistent manner.

49. Objectives - The teaching vehicle used to develop an understanding of an expressed career development concept. (Usually stated in measurable terms.)

50. Occupation - Work activity in various job settings in which people engage in a group of similar tasks organized in similar ways. It occupies the worker for a period of time but does not require single-minded commitment. It requires differentiated training but may involve considerable retraining. (Occupational Cluster- A group of occupations occurring at all job classification levels within a field or area of work)

51. Occupational Clusters - Describes occupations which are related and grouped according to type of work, skill or worker, and place where work is carried on. Usually listed as a group of occupations arranged according to job classification levels within an area of work.

52. Occupational Expectations - Rewards and satisfactions which a person anticipates from an occupational choice which must be considered in relation to self.

53. Occupational Fields - Areas of vocations in society.

54. Occupational Information - Valid and usable data about occupations, including duties, requirements for entrance, conditions of work, rewards offered, advancement pattern, existing and predicted supply of and demand for workers, and sources for further information.

55. Occupational Level - Position of an area of work based on achievement, importance and value.
(On-Site Visitation--Field Trip/Observation)

56. Personal Attributes - Intrinsic qualities of an individual which he must consider in relation to his choice of job and/or occupation.

57. Personal Needs - Relating to a particular person in a private manner--must be met through his occupational choice.

58. Phase - A stage or interval in a development or cycle, individually or as a group.

59. Placement - Being placed in the suitable class, section, social group, part-time, full-time work or other activity. (Usually evaluated by a "follow-up")

60. Plant Tour - A visit or field trip to learn about occupations in an organization.

61. Relevance - The identification of occupational elements which must be pertinent, appropriate, or applicable to the individual.

62. Self - The entire make-up of the individual, emphasizing the relationship between the individual's changing perceptions of himself and a meaningful career choice.

63. Self Appraisal - To evaluate one's self with respect to one's attitudes, values, etc., so that a realistic decision and choice can be made.

64. Sequential - Used to describe the continuous and consecutive phases of the career development process. (Associated with scope - number, variety, and complexity of phases)

65. Service Occupations - Work which meets the needs , comfort, and safety of people.

66. Significant Adults - People who through effective interpersonal relationships influence the career choice of others. (Parents, teachers, counselors, and other resource people)

67. Skills - The ability of an individual to use one's knowledge effectively in the execution of work performance. A developed aptitude.

68. Social Needs - Needs of society which are met through people working in occupations necessary for the sustenance of that society.

69. Specialization - Quality or state of being specialized for use of employment in special line of work.

70. Stage - Period or step in a process, activity or development.

71. Technical Occupations - Occupations related to specific mechanical and scientific knowledge.

72. Technology - Application of scientific principles to industry.

73. Topic - Specific teaching content which enables the implementation of stated objectives.

74. Values - Standard of judgment accepted by persons, groups, or institutions, stemming from and conditioned by their societal contacts.

75. Vertical Mobility - Movement between jobs considered to have different status.

76. Vocation - Implies a dedication or long-term commitment with a high level of requirements, rewards and expectations of work engaged in by an individual.

77. Vocational Guidance - An "individualized" aspect of the educational program which is designed to enable each student to reach his full potential in the area of career development.

78. Work - Fulfillment of job duties, expectations for which one has been employed in order to provide a "purposeful" means of livelihood.

79. Work World - The breadth of career opportunities, and the unique aspects of occupations in relationship to an individual preparing to make a career decision.

APPENDIX A

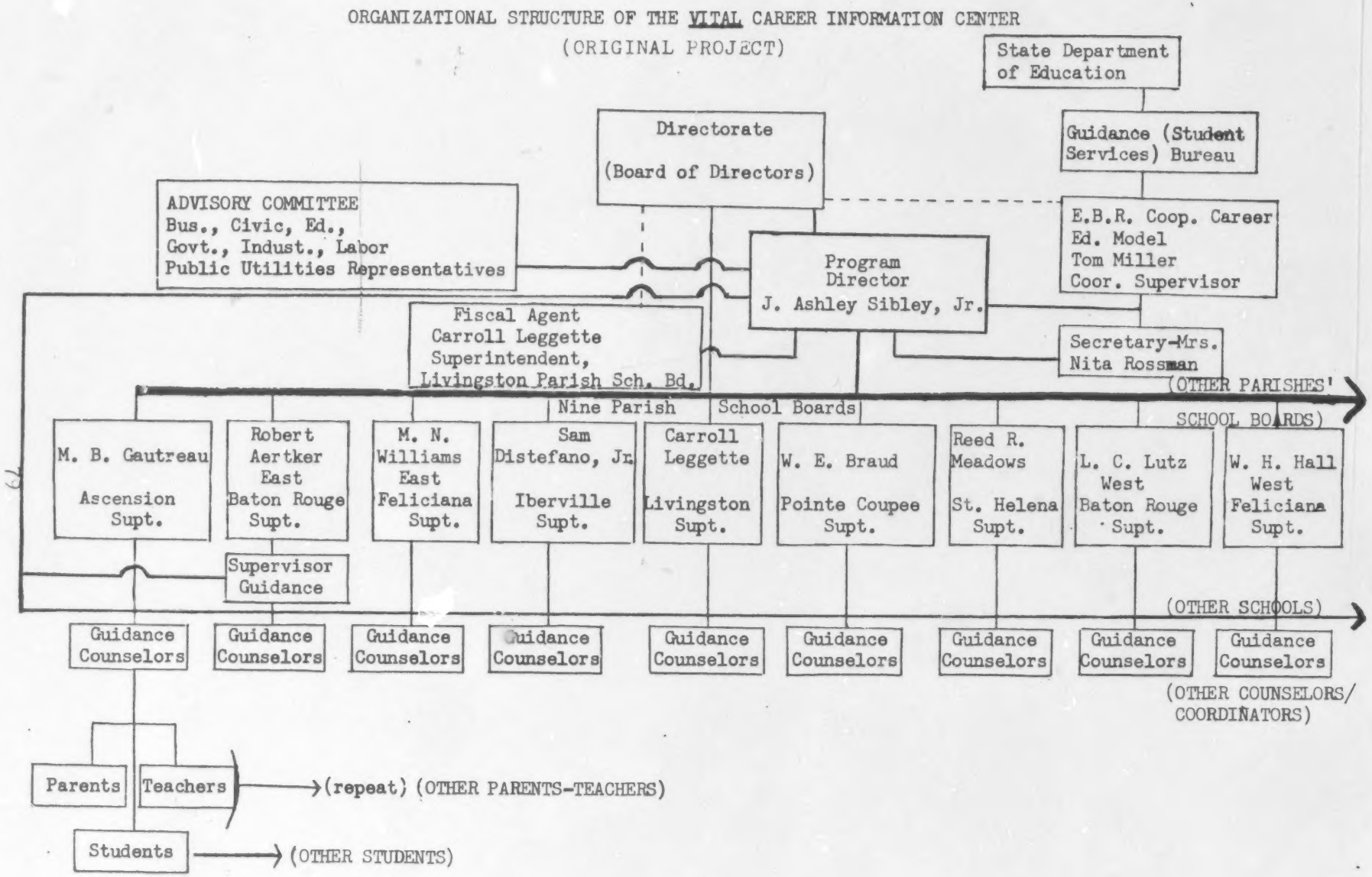


Figure 3.

Organizational Structure of VITAL Career Information Center(Original)

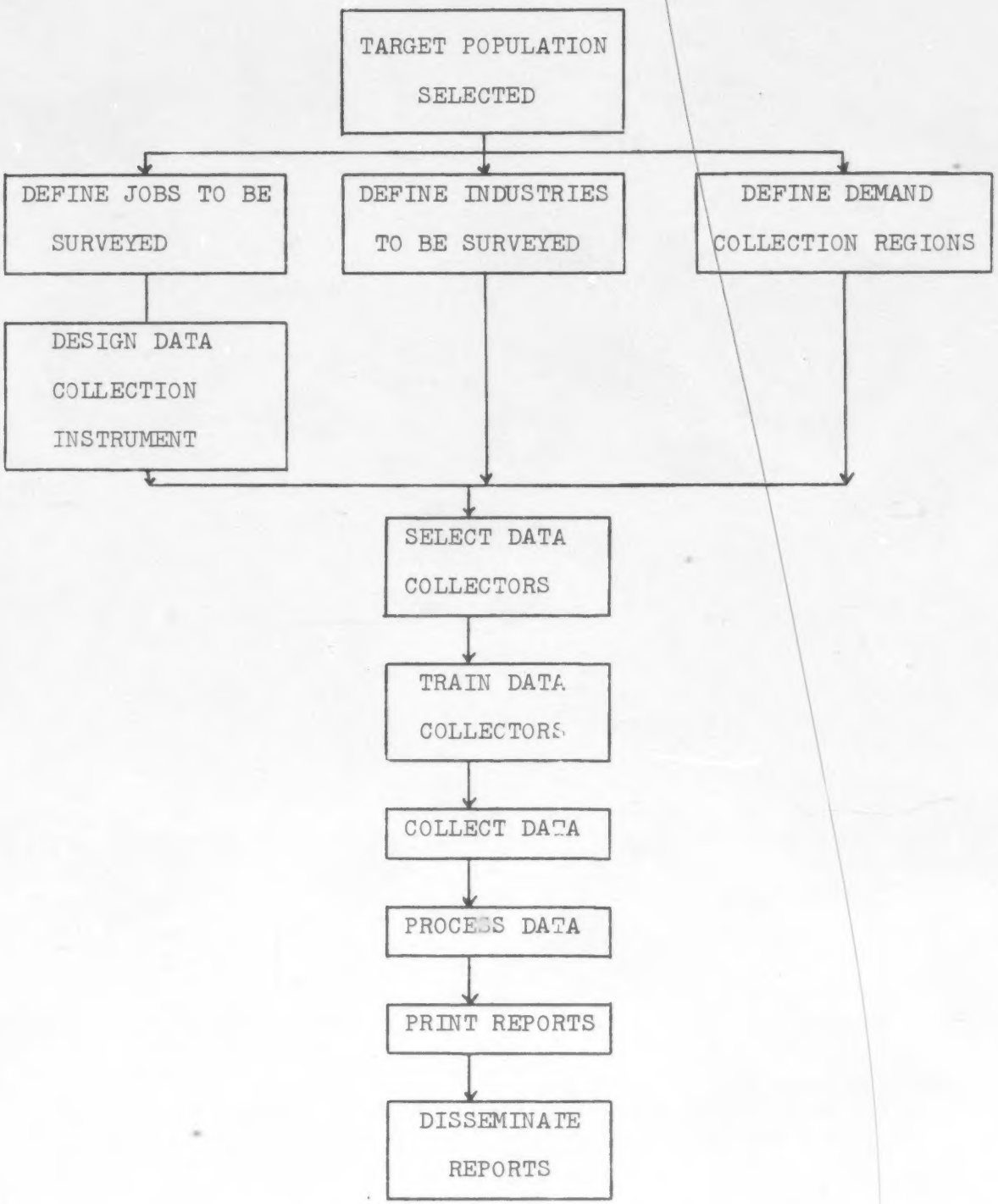


Figure 4. Sequence Chart for Occupational Information Survey

TABLE 1 A. LOUISIANA WORK FORCE SUMMARY
(In Thousands)
From "Louisiana Labor Market," Published by Department of Employment Security, Baton Rouge Office

	Dec. 1973	Nov. 1973	Dec. 1972	Net Change From Nov. 1973	Net Change From Dec. 1972
CIVILIAN WORK FORCE	1,429.4*	1,471.6**	1,433.2**	-42.2	- 3.8
UNEMPLOYMENT	73.0	80.2	74.1	- 7.2	- 1.1
Percent of Work Force	5.1	5.5	5.2	-	-
NONAGRICULTURAL WAGE AND SALARIED WORKERS (1)	1,165.3	1,160.1	1,143.0	+ 5.2	+22.3
MINING AND QUARRYING	52.5	52.5	52.9	0.0	- 0.4
Crude Petroleum & Natural Gas Production	48.8	48.8	49.3	0.0	- 0.5
Nonmetallic Mining and Quarrying	3.7	3.7	3.6	0.0	+ 0.1
CONTRACT CONSTRUCTION	87.2	87.7	86.2	- 0.5	+ 1.0
MANUFACTURING	183.8	184.6	181.4	- 0.8	+ 2.4
Durable Goods	81.7	82.2	80.7	- 0.5	+ 1.0
Lumber & Wood Products	16.7	16.8	16.6	- 0.1	+ 0.1
Furniture & Fixtures	1.5	1.6	1.5	- 0.1	0.0
Stone, Clay & Glass Products	7.4	7.6	7.4	- 0.2	0.0
Primary Metal Products	6.1	6.1	5.7	0.0	+ 0.4
Fabricated Metal Products	10.0	10.2	10.0	- 0.2	0.0
Machinery, Except Electrical	7.1	7.1	7.0	0.0	+ 0.1
Electrical Equipment	7.3	6.9	6.5	+ 0.4	+ 0.8
Transportation Equipment	20.0	20.1	19.4	- 0.1	+ 0.6
Other Durable Goods (2)	5.6	5.8	6.6	- 0.2	- 1.0
Nondurable Goods	102.1	102.4	100.7	- 0.3	+ 1.4
Food & Kindred Products	30.3	31.0	29.5	- 0.7	+ 0.8
Textiles & Apparel	11.7	11.6	11.1	+ 0.1	+ 0.6
Paper & Allied Products	16.6	16.6	16.9	0.0	- 0.3
Printing, Publishing & Allied Products	7.7	7.7	7.6	0.0	+ 0.1
Chemicals & Allied Products	24.8	24.5	24.7	+ 0.3	+ 0.1
Petroleum & Coal Products	10.2	10.2	10.1	0.0	+ 0.1
Petroleum Refining	9.3	9.3	9.3	0.0	0.0
Other Nondurable Goods (3)	0.8	0.8	0.8	0.0	0.0
TRANS., COMM., AND PUBLIC UTILITIES	99.0	98.9	95.4	+ 0.1	+ 3.6
Interstate Railroad	8.3	8.2	8.2	+ 0.1	+ 0.1
Other Transportation	55.2	55.4	54.5	- 0.2	+ 0.7
Communication & Public Utilities	35.5	35.3	32.7	+ 0.2	+ 2.8
TRADE	274.4	268.5	272.9	+ 5.9	+ 1.5
Wholesale Trade	75.9	75.8	74.9	+ 0.1	+ 1.0
Retail Trade	198.5	192.7	198.0	+ 5.8	+ 0.5
General Merchandise, Apparel & Accessories	55.1	49.8	55.0	+ 5.3	+ 0.1
Food	31.9	31.5	31.7	+ 0.4	+ 0.2
Automobile Dealers & Service Stations	33.3	33.3	33.1	0.0	+ 0.2
Eating & Drinking Places	38.1	38.0	37.9	+ 0.1	+ 0.2
Other Retail Trade	40.1	40.1	40.3	0.0	- 0.2
FINANCE, INSURANCE AND REAL ESTATE	55.2	55.1	53.4	+ 0.1	+ 1.8
Banking	16.2	16.1	15.3	+ 0.1	+ 0.9
SERVICES AND MISCELLANEOUS	170.4	170.1	167.7	+ 0.3	+ 2.7
Hotels & Lodging Places	13.6	13.5	13.0	+ 0.1	+ 0.6
Other Services & Miscellaneous	156.8	156.6	154.7	+ 0.2	+ 2.1
GOVERNMENT	242.8	242.7	233.1	+ 0.1	+ 9.7
Federal	30.4	30.3	30.3	+ 0.1	+ 0.1
State & Local	212.4	212.4	202.8	0.0	+ 9.6
OTHER NONAGRICULTURAL EMPLOYMENT (4)	145.1	166.5	167.9	-21.4	-22.8
AGRICULTURAL EMPLOYMENT	44.0	62.0	47.0	-18.0	- 3.0
INVOLVED IN LABOR DISPUTE	2.0	2.8	1.2	- 0.8	+ 0.8

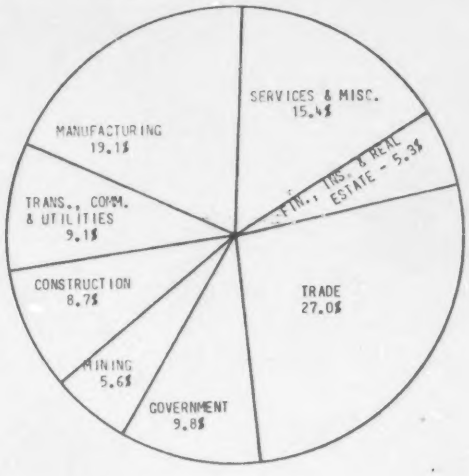
* Preliminary
** Revised

TABLE 1B. LOUISIANA INDUSTRIES

A. EMPLOYMENT (Louisiana Work Force Summary)

PERCENT DISTRIBUTION OF TOTAL EMPLOYMENT IN MAJOR INDUSTRY DIVISIONS

1972



DEFINITION OF INDUSTRY GROUPS

The industrial classifications covered in this release are as follows:

MINING — Extraction of minerals such as crude oil and natural gas production and natural gas liquids, oil and gas field contract field services, salt, sulphur, sand and gravel quarries.

CONSTRUCTION — General contractors in the construction of buildings, highways, bridges, and special trades, such as plumbing and painting.

MANUFACTURING — Production of a finished product which is ready for utilization or consumption; and semi-finished product to become a raw material for further manufacturing.

TRANSPORTATION, COMMUNICATION & UTILITIES — Air, water, truck, bus and pipe lines with related services; warehousing; telephone and telegraph services; radio-television stations; electric, gas, steam and water companies.

TRADE — Wholesale merchants engaged in buying and selling on their own account. Retail stores selling general merchandise including department stores, grocery stores, restaurants, hardware, apparel and automotive supplies.

FINANCE, INS., & REAL ESTATE — Banks, security dealers, loan agencies, insurance carriers and brokers, and real estate agents and brokers.

SERVICES & MISCELLANEOUS — Hotels and lodging places; personal, business, repair, and amusement services; medical, legal, engineering, and other professional services; education institutions; nonprofit membership organizations; and other miscellaneous services are included.

GOVERNMENT — This division includes all Federal, State, local, and international government activities, such as the legislative, judicial, and administrative functions as well as government-owned or operated business enterprises.

	1970	1971	1972
Total Covered Employment	100.0%	100.0%	100.0%
Mining	6.9	6.8	5.6
Contract Construction	9.8	9.8	8.7
Manufacturing	23.9	23.3	19.1
Trans., Comm. & Utilities	11.5	11.2	9.1
Trade	29.6	30.1	27.0
Finance, Ins. & Real Estate	5.7	5.8	5.3
Services & Miscellaneous	12.6	13.0	15.4
Government	------	------	9.8

BATON ROUGE

MANPOWER AREA PLANNING COUNCIL PLAN

APPENDIX II

Current and Projected Employment Needs
By Occupational Field

Occupational Field	Rank	1970	1975	Rank	1980	1970-1900 Z Change
Professional, Technical, Kindred	2	16,911	20,276	2	23,550	39
Managers, Office and Proprietors	6	11,627	13,671	6	15,956	37
Clerical and Kindred	1	18,309	21,738	1	25,480	39
Craftsmen and Foremen	4	14,730	17,234	4	20,075	36
Operatives	3	16,048	18,663	3	21,457	34
Service Workers	5	13,191	15,791	5	18,366	39
Sales	7	6,574	7,697	7	8,997	37
Private Households	9	2,553	3,090	9	3,574	40
Laborers	8	5,007	5,864	8	6,812	36
Total Empl.		105,495	124,334		144,267	37

Source: Economic and Industrial Research, Inc., Economic Projects and Spatial Allocations, Pages 3 - 12.

TABLE 2

Employment Update as of 11/72 Baton Rouge Standard Metropolitan Statistical Area *

Type	Rank	Total Emp.	White	%	Minority	%	Female	%
Professional & Technical	1	25,800	21,590	22.5	4,215	12.5	10,190	21.4
Managers	5	11,925	10,940	11.4	985	2.9	2,005	4.2
Sales	6	10,275	8,455	8.8	1,820	5.4	3,145	6.6
Clerical	2	23,375	20,150	21.0	3,225	9.6	17,300	36.4
Craftsmen	3	20,200	16,500	17.2	3,700	11.0	600	1.3
Operatives	7	9,075	6,910	7.2	2,165	6.4	1,300	2.7
Laborers	8	9,000	4,225	4.4	4,775	14.2	570	1.2
Service	4	14,650	6,525	6.8	8,125	24.1	8,200	17.2
Domestics	9	4,475	290	.3	4,185	12.4	4,190	8.8
Farm	10	900	380	.4	520	1.5	90	.2
Totals		129,675	95,960	100.0	33,715	100.0	47,590	100.0

* Based on 1972 estimates to be revised by Louisiana Division of Employment Security

1970 CENSUS

RANK ORDER OF THOSE EMPLOYED BY OCCUPATIONAL CATEGORIES

RANK	OCCUPATIONAL CATEGORY	EMPLOYED	PERCENT
1.	Professional, technical, and kindred workers	20,383	19.87
	a. Teachers, elementary and secondary schools	4,300	4.19
	b. Health workers	2,433	2.37
2.	Clerical and kindred workers	18,470	18.00
3.	Craftsmen, foremen, and kindred workers	15,884	15.48
	a. Construction craftsmen	5,127	4.99
	b. Mechanics and repairmen	3,049	2.97
4.	Service Workers	11,595	11.30
	a. Cleaning and food service workers	5,871	5.72
	b. Personal and health service workers	2,748	2.68
	c. Protective service workers	1,363	1.33
5.	Managers and administrators, except farm	9,428	9.19
	a. Salaried	8,035	7.83
	b. Self-employed in retail trade	675	.66
6.	Operatives, except transport	7,829	7.63
7.	Sales workers	7,283	7.10
	a. Retail Trade	3,851	3.75
8.	Laborer, except farm	3,734	3.64
9.	Transport equipment operatives	3,705	3.61
10.	Private household workers	3,508	3.42
11.	Farm workers	758	.74
	TOTAL EMPLOYED, 16 years old and over	102,577	

LABOR FORCE CHARACTERISTICS

OF EAST BATON ROUGE PARISH

RANK ORDER OF THOSE EMPLOYED IN OCCUPATIONAL CATEGORIES OF

DICTIONARY OF OCCUPATIONAL TITLES (D.O.T.)

(Based on 1970 Census Data)*

RANK	D.O.T. OCCUPATIONAL CATEGORY	NUMBER EMPLOYED	PERCENT
1.	Professional, Technical, and Managerial occupations	29,811	29.06
2.	Clerical and Sales Occupations	25,753	25.10
3.	Machine Trades, Bench Work, and Structural Work Occupations (including foremen)	15,884	15.48
4.	Service Occupations	15,103	14.72
5.	Laborers (all categories, except farm)	3,734	3.64
6.	Motor Freight and Transportation Occupations	3,705	3.61
7.	Farm Workers	758	.74
	TOTAL EMPLOYED, 16 yrs.+	102,577	99.98

* The data from the census is not entirely compatible with the occupational categories used in the D.O.T. Therefore comparisons need to be used with caution. For example, the census places craftsmen, foremen, and kindred workers all in one category instead of separating them into managerial, machine trade, bench work, and structural work occupations as is done in the D.O.T. The census also has a separate category for laborers, while the D.O.T. classifies laborers for each major category of occupations. Furthermore, the census does not have more specific occupational classifications within each category as does the D.O.T.

VITAL Career Information Center

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TABLE 4

RANK ORDER OF

TYPES OF EMPLOYERS HAVING LARGEST EMPLOYMENT

IN

BATON ROUGE AREA

(Based on Labor Area Trends, Dec., 1972)

RANK	INDUSTRIAL CLASSIFICATION TYPE	EMPLOYMENT	PERCENT
1.	Government-Federal, State, Local*	31,300	22.84
2.	Trade-Wholesale, Retail	25,100	18.32
3.	Services	15,400	11.24
4.	Contract Construction	12,425	9.07
5.	Chemical and Petroleum Products	11,700	8.54
6.	Finance, Insurance and Real Estate	6,650	4.85
7.	Transportation, Communication, and Public Utilities	5,475	4.00
8.	Food and Kindred Manufactured Products	1,825	1.33
9.	Printing and Publishing	1,100	.80
10.	Agriculture	1,100	.80
11.	Fabricated Metal Products	850	.62
12.	Stone, Clay and Glass Products	850	.62
13.	Crude Petroleum Production and Mining	500	.36
14.	Lumber and Wood Products Manufacturing	300	.22
	Subtotal--	104,975	83.61
	All other non-agricultural employment--self-employed, unpaid family workers, and domestics in private households	14,950	10.91
	All others employed in manufacturing of goods	1,100	.80
	TOTAL EMPLOYMENT	130,625	95.32
	Unemployed--varies, but as of Dec., 1972	6,375	4.65
TOTAL CIVILIAN LABOR FORCE		137,000	99.97

* Includes all regular government functions and government operated facilities.

Compiled by VITAL Career Information Center

TABLE 5

KINDS AND NUMBER OF EMPLOYERS INCLUDED IN OCCUPATIONAL INFORMATION SURVEY 1971*

(Regional Employers grouped according to Divisions in the Standard Industrial Classification Manual)

	Number of Employers Surveyed In Region	Percent of Surveyed Employers In Region **	Number of Employees In E.B.R.	Percent of Employees In E.B.R.**
Division A. Agriculture, forestry and fisheries	13	.7 %	1,100	1.0 %
Division B. Mining	32	1.8	500	.5
Division C. Contract Construction	184	10.4	12,000	11.0
Division D. Manufacturing	186	10.6	18,000	17.0
Division E. Transportation, Communication, Public Utilities	95	5.4	5,300	5.0
Division F. Wholesale / G. Retail Trade	570	32.4	21,600	20.4
Division H. Finance, Insurance, and Real Estate	83	4.7	5,925	5.6
Division I. Services	280	15.9	14,450***	13.6
Division J. Government	318#	18.1	26,900	25.4
	1,761		105,775	

* Based upon August, 1971, issue "Baton Rouge Labor Area Trends" and Louisiana State Employment Service records.

** Percents are rounded to nearest tenths and are not necessarily additive.

*** Does not include 14,925 non-agricultural self-employed, unpaid family workers, and domestics in private households.

\# Includes divisions, departments, and agencies with entry occupations largely covered by civil service.

TABLE 6. FORMS AND ENVELOPES NEEDED BY CONTACT PERSON FOR SURVEY BY STANDARD INDUSTRIAL CLASSIFICATIONS

(Two Digit Codes)

CONTACT PERSON	CODES - BUSINESS, INDUSTRIAL, ORGANIZATION GROUPS	Number of			
	Titles and Descriptions of Industries	Long Forms	Short Forms	Enve-- lopes for Mailing	Return Enve-lopes
	Division A. Agriculture, forestry, and fishing				
	Major Group 01. Agricultural production—crops				
	Major Group 02. Agricultural production—livestock				
	Major Group 07. Agricultural services				
	Major Group 08. Forestry				
	Major Group 09. Fishing, hunting, and trapping				
	Division B. Mining				
	Major Group 10. Metal mining				
	Major Group 11. Anthracite mining				
	Major Group 12. Bituminous coal and lignite mining				
	Major Group 13. Oil and gas extraction				
	Major Group 14. Mining and quarrying of nonmetallic minerals, except fuels				
	Division C. Construction				
	Major Group 15. Building construction—general contractors and operative builders				
	Major Group 16. Construction other than building construction—general contractors				
	Major Group 17. Construction—special trade contractors				
	Division D. Manufacturing				
	Major Group 20. Food and kindred products				
	Major Group 21. Tobacco manufactures				
	Major Group 22. Textile mill products				
	Major Group 23. Apparel and other finished products made from fabrics and similar materials				
	Major Group 24. Lumber and wood products, except furniture				
	Major Group 25. Furniture and fixtures				
	Major Group 26. Paper and allied products				
	Major Group 27. Printing, publishing, and allied industries				
	Major Group 28. Chemicals and allied products				
	Major Group 29. Petroleum refining and related industries				
	Major Group 30. Rubber and miscellaneous plastics products				
	Major Group 31. Leather and leather products				
	Major Group 32. Stone, clay, glass, and concrete products				
	Major Group 33. Primary metal industries				
	Major Group 34. Fabricated metal products, except machinery and transportation equipment				
	Major Group 35. Machinery, except electrical				
	Major Group 36. Electrical and electronic machinery, equipment, and supplies				
	Major Group 37. Transportation equipment				
	Major Group 38. Measuring, analyzing, and controlling instruments; photographic, medical and optical goods; watches and clocks				
	Major Group 39. Miscellaneous manufacturing industries				
	Division E. Transportation, communications, electric, gas, and sanitary services				
	Major Group 40. Railroad transportation				
	Major Group 41. Local and suburban transit and interurban highway passenger transportation				
	Major Group 42. Motor freight transportation and warehousing				
	Major Group 43. U.S. Postal Service				
	Major Group 44. Water transportation				
	Major Group 45. Transportation by air				
	Major Group 46. Pipe lines, except natural gas				
	Major Group 47. Transportation services				
	Major Group 48. Communication				
	Major Group 49. Electric, gas, and sanitary services				
	SUB-TOTALS				

FORMS AND ENVELOPES NEEDED BY CONTACT PERSONS FOR SURVEY
BY STANDARD INDUSTRIAL CLASSIFICATIONS
(Continued)

CONTACT PERSON	CODES-BUSINESS, INDUSTRIAL, ORGANIZATION GROUPS	Number of			
		Long Forms	Short Forms	Envelopes for Mailing	Return Envelopes
Division F.	Wholesale trade				
	Major Group 50. Wholesale trade—durable goods				
	Major Group 51. Wholesale trade—nondurable goods				
Division G.	Retail trade				
	Major Group 52. Building materials, hardware, garden supply, and mobile home dealers				
	Major Group 53. General merchandise stores				
	Major Group 54. Food stores				
	Major Group 55. Automotive dealers and gasoline service stations				
	Major Group 56. Apparel and accessory stores				
	Major Group 57. Furniture, home furnishings, and equipment stores				
	Major Group 58. Eating and drinking places				
	Major Group 59. Miscellaneous retail				
Division H.	Finance, insurance, and real estate				
	Major Group 60. Banking				
	Major Group 61. Credit agencies other than banks				
	Major Group 62. Security and commodity brokers, dealers, exchanges, and services				
	Major Group 63. Insurance				
	Major Group 64. Insurance agents, brokers, and service				
	Major Group 65. Real estate				
	Major Group 66. Combinations of real estate, insurance, loans, law offices				
	Major Group 67. Holding and other investment offices				
Division I.	Services				
	Major Group 70. Hotels, rooming houses, camps, and other lodging places				
	Major Group 72. Personal services				
	Major Group 73. Business services				
	Major Group 75. Automotive repair, services, and garages				
	Major Group 76. Miscellaneous repair services				
	Major Group 78. Motion pictures				
	Major Group 79. Amusement and recreation services, except motion pictures				
	Major Group 80. Health services				
	Major Group 81. Legal services				
	Major Group 82. Educational services				
	Major Group 83. Social services				
	Major Group 84. Museums, art galleries, botanical and zoological gardens				
	Major Group 86. Membership organizations				
	Major Group 88. Private households				
	Major Group 89. Miscellaneous services				
Division J.	Public administration				
	Major Group 91. Executive, legislative, and general government, except finance				
	Major Group 92. Justice, public order, and safety				
	Major Group 93. Public finance, taxation, and monetary policy				
	Major Group 94. Administration of human resources programs				
	Major Group 95. Administration of environmental quality and housing programs				
	Major Group 96. Administration of economic programs				
	Major Group 97. National security and international affairs				
Division K.	Nonclassifiable establishments				
	Major Group 99. Nonclassifiable establishments				
	TOTALS				

APPENDIX B

VITAL CAREER INFORMATION CENTER

LOUISIANA STATE DEPARTMENT OF EDUCATION
421 NORTH STREET P. O. BOX 44064
BATON ROUGE, LOUISIANA 70804

VOCATIONAL INFORMATION TECHNIQUES APPLIED LOCALLY

FORM 1--LETTER

VITAL VOCATIONAL INFORMATION TECHNIQUES APPLIED LOCALLY

Dear Employer:

Today the new emphasis in our educational system is on career information and guidance. Students want to know what career opportunities and requirements occur in our local area. A special Advisory Committee made up of representatives from business, industry, labor, government, education and civic groups is cooperating with the VITAL Career Information Center to meet these student needs.

You can make a valuable contribution to the career development of these students in our area schools, your future employees, by completing the attached form. The information you provide will be kept strictly confidential and be used for statistical purposes only. By completing the form you will be helping to assure the better preparation of students to become successful and satisfied employees.

Please complete the information on each entry-level occupation that will lead to a career in your organization. Fill out all of those items on the form which apply to your organization. If you have previously completed similar forms for the Center, please review and make changes in items that need to be updated.

If you can spend the time of a coffee break to complete this form, the results should be quite rewarding in the type of applicants you will receive for employment. When you have completed this, return it to the VITAL Career Information Center.

Thank you for your cooperation.

Yours very sincerely,

The VITAL Project is co-sponsored by the Louisiana State Department of Education and School Boards of the following Parishes: Ascension, East Baton Rouge, East Feliciana, Iberville, Livingston, Pointe Coupee, St. Helena, West Baton Rouge, West Feliciana.

VITAL CAREER INFORMATION CENTER
P. O. BOX 44064, CAPITOL STATION,
BATON ROUGE, LOUISIANA 70804
FORM 1

VITAL OCCUPATIONAL INFORMATION SURVEY FORM

(Confidential)

INSTRUCTIONS: Will you please complete this form for each of the entry-level occupations in your organization in which an individual can develop a career. Write the specific information requested in the spaces below and complete the items for each of the occupations listed. An example is given for a "Clerk." If more space is needed, write the number and title of the occupation on the back of the sheet and complete the information there. The information you provide will be used for statistical purposes only. The name of your organization will be kept strictly confidential. Kindly return the completed form to the VITAL Career Information Center at the above address within two weeks.*

1. NAME OF ORGANIZATION: _____; 2. DIVISION OF ORGANIZATION (If any): _____

2. STREET ADDRESS: _____; 4. MAILING ADDRESS: _____;

5. TOWN: _____; 6. PARISH: _____; 7. ZIP: _____; 8. TELEPHONE(S): _____; EXT.____;

9. NUMBER OF EMPLOYEES: Regular: _____; Seasonal: _____; Part-Time: _____; 10. YOUR NAME: _____;

11. TITLE: _____; 12. OFFICE LOCATION: _____; 13. KIND OF BUSINESS: _____;

14. PRINCIPAL PRODUCTS, ACTIVITIES, AND/OR SERVICES: _____; 15. DATE: _____;

16. JOB NO.	17. ENTRY JOB TITLE (Name of job)	18. SHORT JOB DESCRIPTION (Kind of work done)	19. EMPLOYMENT STATISTICS: No. In Job Now	Turn-over Past Year	Needs: (Estimated demand) Replacement: Now	1yr.	5yr.	New: Now	1yr.	5yr.	20. AMOUNT OF EDUCATION ACCEPTABLE/PREFERRED: None	Years (1-8) Ac.	Pr.	Years (9-12) Ac.	Pr.	Years +N.S. Ac.	Pr.	21. KINDS OF TRAINING AND LEVELS OF ACHIEVEMENT BEFORE JOB: (Write: 1; Abv. Av.; Av.; Blw. Av.; Low) None	Soc. Stu.	Eng.	Math.	Sci.	T&I Voc.	Bus. Clk.	Hmo. Wk.-Stu.
X Example	Clerk	Makes copies of letters files, posts, types	3	1	1	1	5	1	2	3				10	12					Abv. Av.	Abv. Av.			Abv. Av.	
1.																									
2.																									
3.																									
4.																									
5.																									

*Please check if your organization will provide resource persons and materials for use in career guidance and education programs: Yes ☐ ; No ☐

VITAL Occupational Information Survey Form *
(Confidential)

NO.	22. SPECIAL SKILLS NEEDED: Area(s) dealt with: Data/Ideas	People	Things	How Used:	Speed, Accuracy or Level(s) performed:	23. KINDS AND AMOUNTS OF TRAINING GIVEN WHILE LEARNING THE JOB: O.J.T. Da/Wk/Mo/Yr.	In-Plant-Time	Apprentice - Mo./Yr.	Spcl. Sch.-Time	Other-Type - Time	24. MINIMUM AGE (YEARS): Acceptable	Preferable	25. PERCENT EMPLOYEES IN THE JOB: Male	Female	26. PREVIOUS EXPERIENCE IN SCHOOL AND OTHER WORK ACTIVITIES: (Job-related school, leisure-time, part-time, periodic, or full-time work in similar or related jobs)
X	Copying, Sorting, Filing	Work Around Others	Typ.Wr. Office Mch.Eqp	Type, Compute Post, Copy, Store Records	Hi Spd.,Accuracy Figuring,Classifying; Typ. 40wpm ac		3 wks.				16	18	5%	95%	Club secretary, treasurer; Kept class records, scrap books; part-time mail clerk/ messenger
1.															
2.															
3.															
4.															
5.															

NO.	27. ADVANCEMENT, PROMOTIONAL OPPORTUNITIES: Within the Occupation	To Other Occupations	28. PAY/WAGES/COMM./BENEFITS: (State type/rate-hr.,wk.,mo.,yr.) Min. Start	Avg. Most	Max. High	Avg. Time	Other Benefits (List)	29. OTHER REQUIREMENTS: (a) School Records (Types)	(b)Written Application	(c)Pre-Hire Interview	(d)Certificate License (Type)	(e)Pre-Employment Test(s)	(f)Union Member-(Type) (Cost)	(g)Working Conditions Environment Types	(h)Physical Activity Kind/Amt.	(i)Interests/ Personal Traits	(j)Mental Abilities-Aptitudes Needed
X	Merit pay increases yearly	Bkepr., Steno., Office Mgr., Section Mgr.	$350 mo. wage	$375 mo.	$450 mo.	43 hr. wk.	Insur.,Hosp., Sk. Lv.,Vac. Bonus, Pens.	Report Card,Sch. Recommend	Yes-Make Request	Yes-by Supervisor	Work Permit	Typing-40 wpm, Accurate		Inside,well lighted,ventilated,noise	Seated-Use eyes fingers	Clerical Math., be attentive	Ab. Avg. Use Words, Math.,Clk.
1.																	
2.																	
3.																	
4.																	
5.																	

If more space is needed, write the number and title of the job, and the section name on the back of the sheet and add the necessary information there.

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VITAL CAREER INFORMATION CENTER

LOUISIANA STATE DEPARTMENT OF EDUCATION
421 NORTH STREET P. O. BOX 44064
BATON ROUGE, LOUISIANA 70804

VOCATIONAL INFORMATION TECHNIQUES APPLIED LOCALLY

VOCATIONAL INFORMATION TECHNIQUES APPLIED LOCALLY

FORM 2--LETTER

Dear Employer:

Today the new emphasis in our educational system is on career information and guidance. Students want to know what career opportunities and requirements occur in our local area. A special Advisory Committee made up of representatives from business, industry, labor, government, education and civic groups is cooperating with the VITAL Career Information Center to meet these student needs.

You can make a valuable contribution to the career development of these students in our area schools, your future employees, by completing the attached form. The information you provide will be kept strictly confidential and be used for statistical purposes only. By completing the form you will be helping to assure the better preparation of students to become successful and satisfied employees.

Please complete the information on each entry-level occupation that will lead to a career in your organization. Fill out all of those items on the form which apply to your organization. If you have previously completed similar forms for the Center, please review and make changes in items that need to be updated.

If you can spend a few minutes of your time to complete this form, the results should be quite rewarding in the type of applicants you will receive for employment. When you have completed this, return it to the VITAL Career Information Center.

Thank you for your cooperation.

Yours very sincerely,

P.S. A longer survey form is provided to write in more details on the basic requirements for entry-level positions in your establishment and to serve as a guide in supplying the information needed on the shorter form.

The VITAL Project is co-sponsored by the Louisiana State Department of Education and School Boards of the following Parishes: Ascension, East Baton Rouge, East Feliciana, Iberville, Livingston, Pointe Coupee, St. Helena, West Baton Rouge, West Feliciana

FORM 2

VITAL CAREER INFORMATION CENTER
P. O. BOX 44064, CAPITOL STATION,
BATON ROUGE, LOUISIANA 70804

VITAL OCCUPATIONAL INFORMATION SURVEY FORM
(Confidential)

INSTRUCTIONS: Will you please complete one of these forms for each job title. Place checks in the appropriate boxes and write in the specific information requested.

1. NAME OF ORGANIZATION _____

2. DIVISION OF ORGANIZATION (if any) _____

3. STREET ADDRESS _____

4. MAILING ADDRESS _____

5. TOWN _____ 6. PARISH _____ 7. ZIP _____

8. TELEPHONE(S) _____ EXTENSION _____

9. NUMBER OF EMPLOYEES: Regular:_____ Seasonal:_____; Part-Time: _____

10. YOUR NAME _____ 11. Title _____

12. OFFICE LOCATION _____ Room _____

13. CLASSIFICATION OF ORGANIZATION (Check the major division and category, then write in the spaces below the specific type of business, industry or organization, and principal products, activities or services)

A. ___ AGRICULTURE, FORESTRY, AND FISHING:
(1) Agriculture
___Crops
___Livestock
___Services
___Soil
___Veterinary
___Landscape
(2) ___Forestry
(3) ___Fishing
(4) ___Hunting
(5) ___Trapping
(6) Other (State):

B. ___ MINING:
(1)___Oil and Gas Extraction;
(2)___Other Minerals: (___Clay; ___Gravel; ___Salt; ___Sand; ___Shell)

C. ___ CONSTRUCTION:
(1) Contractor: (___General Building; ___Heavy Construction; ___Special Trade)

D. ___ MANUFACTURING:
(1) ___Food
(2) ___Apparel
(3) ___Lumber and Wood
(4) ___Furniture
(5) ___Paper and its Prod.
(6) ___Printing; Publishing
(7) ___Chemicals
(8) ___Petroleum
(9) ___Rubber; Plastics
(10) ___Leather
(11) ___Stone, Clay, Glass Prod.
(12) ___Primary Metals
(13) ___Fabricated Metals
(14) ___Machinery
(15) ___Electric Equip.
(16) ___Transportation Equi
(17) ___Instruments, Photo. Medical, Optical Goods
(18) ___Misc.(Other type pro
(State):_____

E. ___ TRANSPORTATION AND PUBLIC UTILITIES:
(1) ___Local and Interurban Passenger Transit
(2) ___Trucking and Warehousing
(3) ___Water Transportation
(4) ___Transportation by Air
(5) ___Communication
(6) ___Electric, Gas, and Sanitary Services
(7) ___Other (State):
_____

F. ___ WHOLESALE TRADE (State type):_____

G. ___ RETAIL TRADE:
(1) ___Building Materials & Garden Supplies
(2) ___General Merchandise Stores
(3) ___Food Stores
(4) ___Automotive Dealers & Service Stations
(5) ___Apparel and Accessory Stores
(6) ___Furniture and Home Furnishing Stores
(7) ___Eating and Drinking Places
(8) ___Miscellaneous Retail (All Others i.e., Drug Stores)
(9) ___Other (State):
_____

H. ___ FINANCE, INSURANCE, AND REAL ESTATE:
(1) ___Banking
(2) ___Credit Agencies Other than Banks
(3) ___Insurance Carriers
(4) ___Real Estate
(5)___Other (State):
_____

(OVER)

I. ___ SERVICES

(1) ___Hotels and Other Lodging Places
(2) ___Personal Services
(3) ___Business Services
(4) ___Auto Repair, Services, and Garages
(5) ___Miscellaneous Repair Services
(6) ___Amusement & Recreation Services
(7) ___Health Services
(8) ___Legal Services
(9) ___Educational Services
(10) ___Social Services
(11) ___Miscellaneous Services (Account., Architectural & Engineering)
(12) ___Other:_____

J. ___ PUBLIC ADMINISTRATION--GOVERNMENT (Division):_____

13. SPECIFIC KIND OF BUSINESS, INDUSTRY, ORGANIZATION: _____

14. PRINCIPAL PRODUCTS, ACTIVITIES, AND/OR SERVICES:_____ 15. DATE:_____

16. OCCUPATIONAL INFORMATION:

A. JOB TITLE: _____

B. BRIEF DESCRIPTION OF WORK DONE: _____

_____

C. CLASSIFICATION OF OCCUPATION: (Please check the occupational group the job best fits in)

(1) ___Professional } Architecture, Art, Engineering, Math., Physical Science, Life Science.
(2) ___Sub-Prof./Technical } Social Science, Medicine, Health, Museum, Library, Law, Religion, Writing, Entertainment, Recreation prof., sub-prof.,tech. occupations

(3) ___Administrative Specialization (Accounting, budgeting, analyzing personnel and materials in the production, distribution, and consumption of goods and services)

(4) ___Line or Organization Management (Official, Executive, Supervisory, Managerial Work)

(5) ___Clerical (Stenography, typing, filing, recording, collecting, distributing information)

(6) ___Sales (Selling or influencing customers in favor of products or services)

(7) ___Service (Housekeeping, cooking, food serving, personal serving, public serving or protecting)

(8) ___Farming, Fishery, Forestry (Growing, harvesting, gathering, protecting plants/animals)

(9) ___Processing (Refining, Mixing, Treating working materials and products)

(10) ___Machine Trades (Feeding, Tending, Operating, Controlling and Repairing Machines)

(11) ___Bench Work (Using handtools and bench machines to make, assemble, repair and inspect relatively small objects and materials at bench, worktable, or conveyor)

(12) ___Structural Work (Fabricating, erecting, installing, paving, painting, constructing repairing structures or structural parts of large objects)

(13) ___Other Work (Transporting, delivering, packaging, warehousing, servicing utilities, amusement, recreation equipment, mining-logging, graphic arts preparing)

D. EMPLOYMENT STATISTICS AND OPPORTUNITIES (Please supply the figures and information requested)

Number

(1) _____ Workers are presently employed in this type job in our organization

(2) _____ Workers may be needed in this type job in 1 year in our organization

(3) _____ Workers may be needed in this type job in 5 years in our organization

(4) _____ Workers were replaced by turnover in this job the past year

(5) _____ Demand for new workers in this job is: (Check one) (a) ___Declining;
(b) ___ Not changing; (c)___Increasing; (d)___Continuously high

(6) _____ The frequency of opportunities for advancement within this job are:
(a) ___ None; (b) ___ Few; (c)___Moderate; (d) ___Great; (e)___ Very Great

(7) _____ The frequency of opportunities for promotion from this job are:
(a) ___ None; (b) ___ Few; (c)___Moderate; (d) ___Great; (e)___ Very Great

E. EDUCATION AND SKILLS NEEDED BEFORE ENTERING JOB (State number of years and types of education accepted and preferred. Also state skill(s) needed, materials used, level of performance required, such as- Typing Skill, operating typewriter, 40 w.p.m. accurately

Amount of Education Minimum: Accepted	Preferred	Types Years
(1) ___ yrs.	___ yrs.	elementary grades 1-6
(2) ___	___	junior high school 7-8
(3) ___	___	senior high school 9-12
(4) ___	___	business school (1-2)
(5) ___	___	vocational-tech. school (1-2)
(6) ___	___	junior college (13-14)
(7) ___	___	college (13-16)
(8) ___	___	graduate school (17-20)

(a) Skill(s) needed:

(b) Type(s) of data, people, things dealt with:

(c) Level(s) of performance:

F. KINDS OF TRAINING AND LEVELS OF ACHIEVEMENT NEEDED BEFORE REGULAR EMPLOYMENT IN JOB

School Subjects	Types (State)	Levels of Achievement (Check) High	Above Average	Average	Below Average	Low
(1) Social Studies						
(2) English						
(3) Mathematics						
(4) Science						
(5) Trade and Industrial						
(6) Vocational-Technical						
(7) Business and Clerical						
(8) Foreign Language						
(9) Home Economics						
(10) Arts						
(11) Cooperative Work-Study						
(12) Apprenticeship						
(13) Other						

G. KINDS AND AMOUNTS OF TRAINING WHILE WORKING TO LEARN HOW TO DO THE JOB

Kinds of Training: (Check)

(1) ___ No formal training needed

(2) ___ Regular On-The-Job training

(3) ___ In-the-plant training given in organized classroom study

(4) ___ Apprenticeship training

(5) ___ Job-Related Training in educational institution

(6) ___ Other (state): ___

Amount: (Check amount for each kind and state type of training)

(1) ___ Short demonstration only

(2) ___ Up through 30 days

(3) ___ Over 30 days through 3 months

(4) ___ Over 3 months through 6 months

(5) ___ Over 6 months through 1 year

(6) ___ Over 1 year through 2 years

(7) ___ Over 2 years (state amount)

H. AGE, SEX, LICENSE, CERTIFICATE, UNION MEMBERSHIP, TEST REQUIREMENTS (Check, complete requirement

(1) ___ Minimum Age Accepted; ___ Preferred

(2) ___ Percent: Males in Job; ___ Females

(3) ___ Work Certificate: ___

(4) ___ Written Application for work

(5) ___ Employment Interview

(6) ___ License (Type): ___

(7) ___ Union Membership: (Cost): ___ (Type): ___

(8) ___ Test(s) (Type(s): ___

(OVER)

I. PREVIOUS ACTIVITIES REQUIRED (Check)

(1) ___ None required

(2) ___ School activities related to work (Type): _____

(3) ___ Part-time or periodic work (Type): _____

(4) ___ Full-time work in other jobs (Types): _____

(5) ___ Other (State): _____

J. PROMOTION PATHS (Things needed for advancement and promotion, and types advanced job possibilities)

Things Needed:	Advanced Job Possibilities(by levels)
(1) ___ No advancement in job	(1) _____
(2) ___ No promotion from job	(2) _____
(3) ___ On-the-job training	(3) _____
(4) ___ Special In-Plant Classes	(4) _____
(5) ___ More formal training outside business	(5) _____
(6) ___ Time on job (duration, seniority, experience)	(6) _____
(7) ___ Production rate and quality	(7) _____
(8) ___ Other (State) _____	(8) _____

K. WAGES, SALARIES, AND COMMISSIONS (Complete all blanks and circle time period covered)

(1) Minimum entry $_____ per (circle) hr., wk., mo., yr. + ____ % Comm.

(2) Average made by most $ _____ per (circle) hr., wk., mo., yr. + ____ % Comm.

(3) Maximum earned in job $_____ per (circle) hr., wk., mo., yr. + ____ % Comm.

(4) Average number of hours in work period:_____ hours per_____; Overtime:___hrs._____

L. FRINGE BENEFITS (Check type of incentives received and , if applicable, the amount furnished by employer)

(1) ___ Housing: ___ All;____%-Part

(2) ___ Meals: ___ All; ___%-Part

(3) ___ Uniforms: ___All; ___%-Part

(4) ___ Cleaning: ___All; ___%-Part

(5) ___ Tips: ___ All; ___%-Part

(6) ___ Overtime Pay: _____X Pay

(7) ___ Health Insurance:___ All; ___%-Part

(8) ___ Life Insurance: ___ All; ___%-Part

(9) ___ Expense Accounts: ___ All; ___%-Part

(10) ___ Share in business profits:_____

(11) ___ Options to Buy Stock:_____

(12) ___ Sick Leave: After _____wk.

(13) ___ Accident Insurance:___All; ____%-Part

(14) ___ Travel Allowance: ___All;___%

(15) ___ Advanced Training:___All;___%

(16) ___ Further Education:___All;___%

(17) ___ Discounts:_____% on:_____

(18) ___ Bonuses:

(19) ___ Paid vacations:
(a) After 6 mos:_____ days
(b) After 1 yrs:_____ days
(c) After 2 yrs:_____ days
(d) After 3 yrs:_____ days
(e) After 5 yrs:_____ days
(f) After 10 yrs:_____ days
(g) After 15 yrs:_____ days
(h) Other:____yrs:_____ days

(20) ___ Pensions at Retirement

(21) ___ Other:(State)_____

M. Income Variables: (Check)

(1) ___ Self-employed

(2) ___ Commission (Type:_____

(3) ___ Overtime (Pay):_____

(4) Seasonal (Mos.):_____;(Amount)_____

(5) Shift (Times):_____;(Amount:_____

(6) Other (State):_____

94b

N. WORK ENVIRONMENT AND WORKING CONDITIONS (Check those that apply to the job and the amount)

CONDITIONS (Check those that apply)	AMOUNT (Check degree apply) 1 High	2 Above Average	3 Average	4 Below Average	5 Low
1.___ Indoors					
2.___ Outdoors					
3.___ In container (Cramped)					
4.___ Outside container/ object					
5.___ Deal with people					
6.___ Be around people					
7.___ Work alone					
8.___ Travel (Type): _____					
9.___ Work daytime					
10.___ Work nighttime					

CONDITIONS (Check those that apply)	AMOUNT (Check degree apply) 1 High	2 Above Average	3 Average	4 Below Average	5 Low
11.___ Cold with temperture changes					
12.___ Hot with temperature changes					
13.___ Wet					
14.___ Humid Atmosphere					
15.___ Noise (Type):					
16.___ Vibrations (Type)					
17.___ Hazards(Type):					
18.___ Impure air/ poor ventilation (Type)					
19.___ Other (Types):					

O. PHYSICAL ABILITIES REQUIRED (Check those needed for the job and the amount of each checked)

PHYSICAL ABILITIES (Check those needed)	AMOUNT (Check amount needed) 1 High	2 Above Average	3 Average	4 Below Average	5 Low
1.___ Standing					
2.___ Walking					
3.___ Sitting					
4.___ Lifting					
5.___ Carrying					
6.___ Pushing					
7.___ Pulling					
8.___ Hand/Arm Use					
9.___ Foot/Leg Use					
10.___ Strength					
11.___ Climbing/ Balancing					
12.___ Stooping					
13.___ Kneeling					
14.___ Crouching					
15.___ Crawling					

PHYSICAL ABILITIES (Check those needed)	AMOUNT (Check amount needed) 1 High	2 Above Average	3 Average	4 Below Average	5 Low
16.___ Reaching					
17.___ Handling					
18.___ Using fingers					
19.___ Feeling by touching					
20.___ Talking					
21.___ Hearing					
22.___ Seeing					
23.___ Judging distance/ depth					
24.___ Color Vision					
25.___ Sense of smell					
26.___ Sense of taste					
27.___ Working Speed					
28.___ Physical appearance					
29.___ Disabilities Acceptable:					
30.___ Disabilities Not Acceptable:					

(OVER)

P. INTERESTS (Check those needed and the amount required for the job)

CHECK	INTERESTS	AMOUNT 1 (High)	2 (Above Average)	3 (Average)	4 (Below Average)	5 (Low)
1. ___	Working with things and objects					
2. ___	Dealing with people in selling, providing, using goods and services					
3. ___	Doing the same kinds of things in a set way					
4. ___	Working with people to help them in individual or group situations					
5. ___	Doing work which earns recognition and praise					
6. ___	Communicating thoughts and ideas to people by writing, talking, or acting					
7. ___	Scientific and technical activities					
8. ___	Abstract and creative activities using imagination, thinking, and understanding					
9. ___	Processing materials, operating equipment, and using techniques not dealing directly with people					
10. ___	Working with materials to produce something that has definite value and use					

Q. PERSONAL TRAITS (TEMPERAMENT) (Check those traits needed and amount of each required for job)

CHECK WHAT SHOULD HAVE TRAITS FOR DOING	ACTIVITIES	AMOUNT 1 (High)	2 (Above Average)	3 (Average)	4 (Below Average)	5 (Low)
1. ___	Doing many different things on the job					
2. ___	Doing the same kind of things on the job					
3. ___	Receiving instructions on what to do on the job					
4. ___	Planning and directing own work and work of others					
5. ___	Working directly with people carrying out job duties					
6. ___	Working alone or apart from others when doing job					
7. ___	Changing people's feelings, opinions, habits of thinking about certain ideas and things					
8. ___	Doing work under pressure, stress, taking risks, dealing with the critical or unexpected					
9. ___	Using personal senses or common sense in making judgements and decisions based on experience					
10. ___	Using measurable standards, guides, or facts in making judgements and decisions accurately					
11. ___	Interpreting feelings, ideas, or facts in own terms-doing own thing					
12. ___	Being very accurate in work and measuring how well things meet standards or limitations set					

R. MENTAL ABILITIES (APTITUDES) NEEDED
(Check those needed and the amount required for the job)

CHECK	MENTAL ABILITIES (APTITUDES)	AMOUNT 1 (High)	2 (Above Average)	3 (Average)	4 (Below Av.)	5 (Low)
1. ___	Verbal (Word Use and Understanding)					
2. ___	Numerical (Use of Arithmetic and Algebra)					
3. ___	Clerical (Listing, Sorting, Filing, and Checking Words and Numbers)					
4. ___	Motor Coordination (Using Eyes-Hands-Fingers Together at Same Time)					
5. ___	Manual Dexterity (Handling and Moving Things with Hands; Hand Movement)					
6. ___	Spatial (Understanding and Seeing Forms of Plane and Solid Geometric Objects)					
7. ___	Form (Seeing Differences and Details in Shapes and Shadings of Figures and Lines)					
8. ___	Finger Dexterity (Handling and Moving Objects with Fingers; Finger Movement)					
9. ___	Eye-Hand-Foot Coordination (Moving Eyes--Hands--Feet Together At the Same Time Doing Work)					
10. ___	Color Discrimination (Seeing Similarities and Differences in Colors and Shadings, and Matching these)					

S. IS YOUR ORGANIZATION INTERESTED IN PROVIDING RESOURCE PERSONS AND MATERIALS FOR CAREER INFORMATION, GUIDANCE, AND EDUCATION PROGRAMS? YES ☐; NO ☐

Please return the completed form

S
3-22-73

SUNDAY ADVOCATE, Baton Rouge, La., April 16, 1972

Survey of BR Area Employers Seeks Job Information

By ART ADAMS
Advocate Education Reporter

Baton Rouge areas businessmen who may be unhappy with the quality of job applicants coming their way have an opportunity during the next week or two to do something constructive about it.

The past week the first of some 5,000 survey forms went out to area employers who will be asked to complete them and return them to the VITAL Career Information Center, a clearing house for occupational data serving schools in 10 area parishes.

The ambitious undertaking has been planned over the past few months by an advisory committee composed of representatives of 10 major categories of employers: manufacturing; contract construction, wholesale trade; retail trade; agriculture, forestry and fisheries; mining; transportation, communication and public utilities; finance, insurance and real estate; services; and government.

Dan McFatter, chairman of the advisory committee, thinks the survey is one of the most significant things to occur in the Baton Rouge area in a long time.

Work Together

"This is really a tremendous undertaking, McFatter says. "I don't think the business and industrial community and the schools have ever before worked so closely together on anything."

McFatter, who is research supervisor for the Baton Rouge mayor-president's Manpower Area Planning Council, said the main objective of the survey is to determine the manpower needs of area employers and to provide students and guidance counselors with up-to-date job descriptions.

What's in it for the businessman? McFatter says all employers will benefit directly if the school systems in the Baton Rouge area have more information with which to guide their students into the right career choice.

At present, too many students base career decisions on inadequate information. As a result, they approach a job without the necessary skills or with a lack of understanding about what the job involves.

Time and money wasted on training a new employe, only to lose him when he decides he doesn't like the work, can be saved if the prospective employe is better prepared, both in terms of skills and of attitudes, McFatter said.

"Other states are already well advanced with projects of this kind," he said. Among Southern states, Georgia and Oklahoma have led the way in providing job information to students.

The cooperative effort of employers and school officials on the VITAL project may also pay dividends as area schools become more involved in career education, which requires very close interaction between the education and business sectors of the community.

Project VITAL was established in July, 1971, with federal aid. The project was conceived in the East Baton Rouge Parish school system but it now includes the parishes of Ascension, Iberville, Livingston, Pointe Coupee, St. Helena, West Baton Rouge, Tangipahoa and East and West Feliciana. Eventually, the concept may be implemented in other areas of the state.

The center operates out of office space in the State Department of Education and is headed by J. Ashley Sibley Jr.

In an initial survey made in the fall of 1971, a total of 727 entry occupations were reported by establishments hiring a total of 42,501 employes. The center selected 29 occupations to be included on a sample list distributed to 59 secondary schools in the area.

Received Cards

Each of the participating schools received a set of 29 microfilm cards containing a detailed description of the occupation and the duties required; skills required; work conditions; hours of work and whether overtime work is expected; average earnings and benefits; physical abilities required; suggested courses of study; a list of such courses available in area high schools and state vocational-technical schools; and other sources of information about the occupation.

Upon completion of the try-out phase, which included a survey of student reaction to the microfilm cards, the center began planning for the current survey, which will include a far larger selection of the companies and agenices which employ the approximately 137,000 workers in the East Baton Rouge area.

Planning for the survey hasn't been easy. Just assembling a representative list of employers was quite a task, says Sibley.

There is some concern among the survey planners about the response they will get from employers. At a meeting this past week of the business and industry subcommittee of McFatter's group, several committee members expressed doubt that some businessmen, particularly those with a relatively small operation, will bother to fill out the questionnaire.

As one member put it, "Time is the most precious commodity I know of for a businessman. It's not that he isn't interested in what we are trying to do. He is very interested. But he is so busy."

Sibley said it was especially important that the small businessman respond to the VITAL questionnaire, however. "On the first survey, we got excellent response from the big industrial employer."

"But we need information from the smaller businessmen to give a representative base to our data," Sibley said. He said if the wage rates of only Exxon and Ethyl were available, for example, the VITAL information would not be accurate for the area as a whole.

The members of the advisory committee will serve as "contact persons" to reach the various employers in their category.

For example, retail employers will receive their questionnaire accompanied by a cover letter from a well-known retailer who will solicit their support for the survey. Members of the advisory committee reasoned this will get better response than a form letter from the Department of Education or other institutional group.

USING VITAL INFORMATION—Use of the VITAL microfilm cards is demonstrated to students at Central High School by Mrs. Dorothy Geisel, guidance counselor. Watching, from left, are Susan Browning, JoAnn Vance and Greg Kirby. Information gathered in the VITAL survey of Baton Rouge area employers will be used to update the occupational information contained on the microfilm cards.
—Advocate staff photo by R. Duane Cooke

Figure 2
Survey of Baton Rouge Employers Seeks Job Information

PLANNING VITAL SURVEY—Members of the business and industry subcommittee of the Project VITAL advisory committee met this past week to make final plans for the survey of Baton Rouge area employers. Object of the survey already under way, is to gather information about jobs in the region. The information is placed on microfilm cards for distribution to high school students in the 10-parish area. Clockwise from lower right are, Mrs. Jean Bryant, back to camera, representing the Louisiana Retailers Association; J. H. Martin, Louisiana Manufacturers Association; Bill Spann, Louisiana National Bank; Harold Burke, South Central Bell, chairman of the subcomm'ttee; J. Ashley Sibley Jr., VITAL director; Luther Gordon, Gordon and Sandifer Auto Service and president of the Independent Garage Owners Association; and Jimmy Dillon, Greater Baton Rouge Chamber of Commerce.

—Advocate staff photo by John Boss

Figure 5
(Continued)

FORM 3--LETTER

V I T A L C A R E E R I N F O R M A T I O N C E N T E R

VITAL PROJECT - Vocational Information Techniques Applied Locally

P. O. Box 44064, Capitol Station,
Baton Rouge, Louisiana 70804

Louisiana Department of Education
421 North Street

Dear Employer:

The KIWANIS KEY CLUB MEMBERS are assisting the VITAL Career Information Center in gathering needed information from employers. You are asked to cooperate with the KEY CLUB MEMBER in this service activity. He is here to help you get better prepared employees by securing occupational information that can be used in the schools. Recently we mailed an "Occupational Information Survey Form" to you. We have not received the completed copy from you as of today. You may have it in the mail by this time. We would appreciate receiving the completed form within the next two weeks since it is essential that we have this data to prepare the necessary vocational guidance information for the schools during this term. We also have a time limitation for completion of the project. If you want assistance the KEY CLUB MEMBER will help you fill in the form.

The information you furnish will expedite the preparation of occupational information materials for the use of students, counselors, and teachers in our schools. This should also help prepare them to become productive and successful employees. The data you supply can help us provide occupational information to improve instruction by teachers, curriculum development by administrators, and vocational guidance by counselors.

We will be grateful for prompt action and cooperation in this joint effort to bring about an economic and personal betterment of employees and employers in our community.

Very truly yours,

J. Ashley Sibley, Jr.
Resource Writer
VITAL Project

JAS:n.jr

The VITAL Project is co-sponsored by the Louisiana State Department of Education and School Boards of the following Parishes: Ascension, East Baton Rouge, East Feliciana, Iberville, Livingston, Pointe Coupee, St. Helena, West Baton Rouge, West Feliciana.

VITAL CAREER INFORMATION CENTER
P. O. BOX 44064, CAPITOL STATION,
BATON ROUGE, LOUISIANA 70804

FORM 3

SUGGESTED STATEMENT TO BE USED IN TELEPHONE CALLS TO EMPLOYERS AS FOLLOW-UP ON FORMS SENT DURING OCCUPATIONAL INFORMATION SURVEY

Purpose: To assure a representative sample of employers having entry occupations being covered in the survey, it is necessary to follow up with telephone calls and/or personal contact those employers who were sent forms but did not respond. The employer is to be reminded of the form being sent, the need for the completion and return of it and, if necessary, our willingness to send him another copy and furnish him assistance in completing it. Due to the urgent need for the information, the employer is to be asked to return the completed form within one week.

Procedure:

1. Ask to talk to the manager, or personnel manager
2. Introduce yourself: "I am (your name) _____, a member of the _____ Club at _____ high school, where I am a student."
3. State purpose of call:
   a. "Recently your establishment was sent an "Occupational Information Survey Form" to secure local data for schools to use with students, teachers, counselors, and parents in career guidance and education programs."
   b. "The Center records indicate that the completed form has not been received from your establishment."
   c. "We need this information in planning our careers."
   d. "Will you please fill out and return the form within one week, to meet the deadline set by the VITAL Career Information Center to get this information on the survey."
   e. "If you can not locate the form, another one can be sent to you."
   f. "You can get assistance in completing the form, if needed."
   g. "We will appreciate your cooperation in helping students to get this kind of occupational information. The information is confidential and the name of your establishment will not be used."
4. Questions:
   a. "Will you be able to help us by sending in the completed form?"
   b. "Did you receive the survey form?"
   c. "Do you need another copy of the form sent to you?
   d. "Do you have any questions about how to fill out the form?"
   e. "Which questions do you need help on?"
   f. "Can you return the completed form to the Center by the end of one week?"
5. "Thank you for your cooperation."
6. Record the results of the interview on the "Telephone Follow-Up Summary Sheet."
7. If there are questions you can not answer, refer the employer to the Center and have him call 389-2591.

VITAL CAREER INFORMATION CENTER
P. O. BOX 44064, CAPITOL STATION,
BATON ROUGE, LOUISIANA 70804

VITAL — Vocational Information Techniques Applied Locally

FORM 3

TELEPHONE FOLLOW-UP SUMMARY SHEET
for
OCCUPATIONAL INFORMATION SURVEY FORMS

Instructions: Please check below the results obtained from each employer on the list that you called on the telephone to follow up the securing of a completed Occupational Information Survey Form . When you have finished this, return the form and list to the VITAL Career Information Center, Room 814, Louisiana State Department of Education, P. O. Box 44064, Baton Rouge, Louisiana 70804. We are sure that you will well represent yourself, your family, club, school, the Center, and Department of Education in your contacts. Thank you for your cooperation.

INFORMATION ON EMPLOYER: 1. NAME OF CONTACT PERSON 2. NAME OF ESTABLISHMENT 3. STREET ADDRESS 4. CITY, ZIP 5. TELEPHONE NUMBER	TELEPHONE RESULTS								COMMENTS
	Received Form	Did Not Receive	Will Complete and Return Form	Will Not Complete	Wants Another Form	Does Not Want another Form	Gave Help in Completing Form	Wants More Help From Center	
1.									
2.									
3.									
4.									
5.									
1.									
2.									
3.									
4.									
5.									
1.									
2.									
3.									
4.									
5.									
1.									
2.									
3.									
4.									
5.									

NAME OF STUDENT MAKING CALLS: _____

CLUB: _____

SCHOOL: _____ ; DATE: _____

VITAL CAREER INFORMATION CENTER

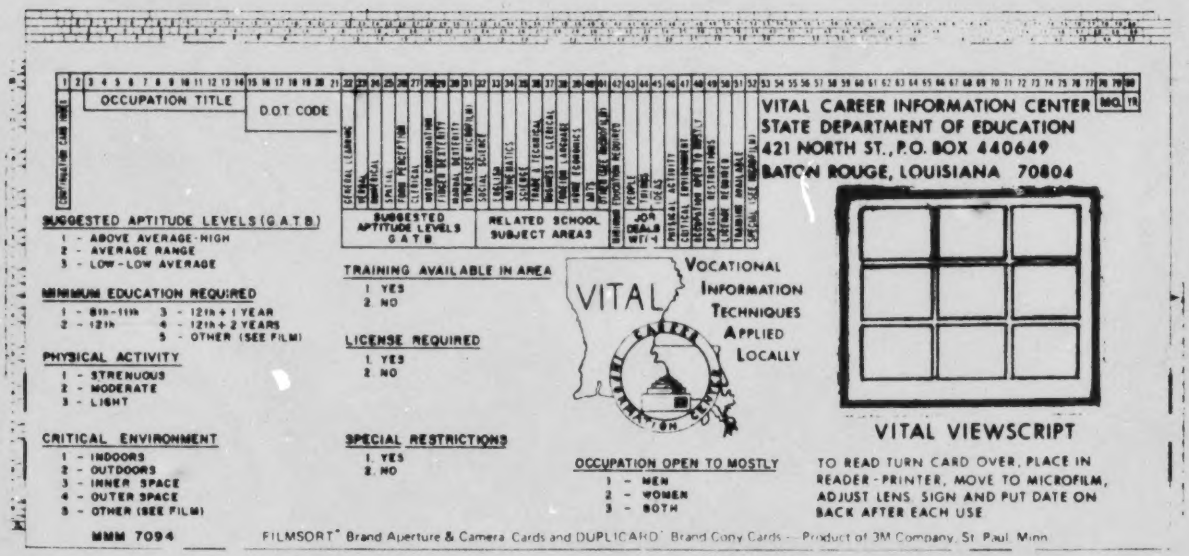
Guidance Section

LOUISIANA STATE DEPARTMENT OF EDUCATION

421 North Street P. O. Box 44064

BATON ROUGE, LOUISIANA 70804

VOCATIONAL
INFORMATION
TECHNIQUES
APPLIED
LOCALLY


OCCUPATION TITLE
DOT CODE
SUGGESTED APTITUDE LEVELS (G A T B)
1 - ABOVE AVERAGE-HIGH
2 - AVERAGE RANGE
3 - LOW-LOW AVERAGE
MINIMUM EDUCATION REQUIRED
1 - 8th-11th
2 - 12th
3 - 12th + 1 YEAR
4 - 12th + 2 YEARS
5 - OTHER (SEE FILM)
PHYSICAL ACTIVITY
1 - STRENUOUS
2 - MODERATE
3 - LIGHT
CRITICAL ENVIRONMENT
1 - INDOORS
2 - OUTDOORS
3 - INNER SPACE
4 - OUTER SPACE
5 - OTHER (SEE FILM)
MMM 7094
SUGGESTED APTITUDE LEVELS G A T B
RELATED SCHOOL SUBJECT AREAS
TRAINING AVAILABLE IN AREA
1 YES
2 NO
LICENSE REQUIRED
1 YES
2 NO
SPECIAL RESTRICTIONS
1 YES
2 NO
VITAL
VOCATIONAL INFORMATION TECHNIQUES APPLIED LOCALLY
OCCUPATION OPEN TO MOSTLY
1 - MEN
2 - WOMEN
3 - BOTH
VITAL CAREER INFORMATION CENTER
STATE DEPARTMENT OF EDUCATION
421 NORTH ST., P.O. BOX 440649
BATON ROUGE, LOUISIANA 70804
VITAL VIEWSCRIPT
TO READ TURN CARD OVER, PLACE IN READER-PRINTER, MOVE TO MICROFILM, ADJUST LENS SIGN AND PUT DATE ON BACK AFTER EACH USE
FILMSORT® Brand Aperture & Camera Cards and DUPLICARD® Brand Copy Cards -- Product of 3M Company, St. Paul, Minn.

APERTURE CARD - FRONT

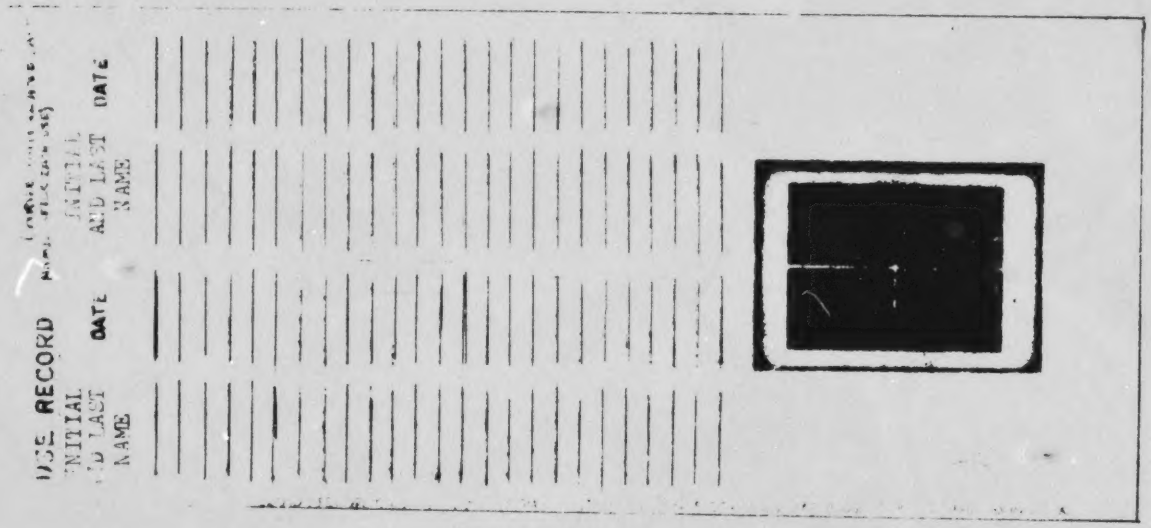


Figure 6

APERTURE CARD - BACK

The VITAL Project is co-sponsored by the Louisiana State Department of Education and School Boards of the following Parishes: Ascension, East Baton Rouge, East Feliciana, Iberville, Livingston, Pointe Coupee, St. Helena, West Baton Rouge, West Feliciana.

FORM 4

VITAL

CAREER INFORMATION

ON

JOB TITLE: _____

D.O.T. NO.: _____

CARD NO.: _____

DATE ISSUED: _____

JOB TITLE: _____

A. WHAT YOU DO IN THIS JOB (JOB DESCRIPTION):

B. WHERE YOU WORK (WORK LOCATION, ENVIRONMENT, AND CONDITIONS):

C. WHEN YOU WORK (HOURS AND DAYS OF WORK):

D. WHAT THIS WORK WILL PAY YOU (EARNINGS):

E. OTHER BENEFITS YOU HAVE TO HELP YOU ON THIS JOB (FRINGE BENEFITS):

F. WHAT FUTURE YOU HAVE IN THE JOB (PROSPECTS FOR EMPLOYMENT AND OPPORTUNITIES FOR ADVANCEMENT):

G. WHAT YOU SHOULD BE LIKE TO DO THIS JOB (PERSONAL TRAITS, TEMPERAMENTS, INTERESTS, GOALS):

H. WHAT YOU NEED TO KNOW AND BE ABLE TO DO (APTITUDES, KNOWLEDGE, SKILLS, PHYSICAL ABILITIES):

I. HOW SCHOOL WILL HELP YOU GET READY FOR THIS WORK (PREPARATION AND TRAINING NEEDED):

J. WHERE YOU CAN LEARN HOW TO DO THIS JOB (SPECIAL TYPE COURSES, TRAINING, EDUCATIONAL INSTITUTIONS OR PROVISIONS AVAILABLE):

K. THINGS YOU NEED TO DO BEFORE YOU LOOK FOR THIS JOB (SOCIAL SECURITY CARD, UNION, APPRENTICESHIP, PHYSICAL EXAM, BIRTH RECORD, SCHOOL RECORD, CERTIFICATE, LICENSE, DIPLOMA, APPLICATION, INTERVIEW, SPECIAL TESTS AND OTHER REQUIREMENTS YOU NEED TO MEET BEFORE SEEKING THE JOB):

L. WHERE TO FIND THIS WORK AROUND HERE (EMPLOYERS, EMPLOYMENT AGENCIES, YOUTH OPPORTUNITY CENTERS, VOCATIONAL REHABILITATION CENTER, NEWSPAPER CLASSIFIED ADS, FRIENDS, RELATIVES, COUNSELORS, UNIONS, SPECIAL YOUTH SERVICE ORGANIZATIONS AND AGENCIES YOU NEED TO GET IN TOUCH WITH FOR EMPLOYMENT):

M. WHERE ELSE YOU CAN FIND OUT MORE ABOUT THIS KIND OF WORK (PUBLICATIONS, RESOURCE MATERIALS, AND PERSONS THAT WILL GIVE YOU MORE INFORMATION ABOUT THE OCCUPATION):

N. OTHER KINDS OF WORK ALMOST LIKE THIS (DICTIONARY OF OCCUPATIONAL TITLES JOB TITLES, AND CODE NUMBERS OF RELATED OCCUPATIONS):

JOB TITLES	CODE NUMBERS

VITAL CAREER INFORMATION CENTER
P. O. BOX 44064, CAPITOL STATION,
BATON ROUGE, LOUISIANA 70804

TABLE 7
Microfilm Aperture Card Layout for VITAL
(To be used in Key Punching and Data Processing Occupational Information)

Field 1	Continuation Card Index	Column 1

Key
Card 1 occupational information
Card 2 Other information (See type stated on card)

Field 2	Occupation Title	Columns 3 through 14
Field 3	D.O.T. Code	Columns 15 through 21
Field 4	Suggested Aptitude Levels (G.A.T.B.)	Columns 22 through 31

Column 22	General Learning
Column 23	Verbal
Column 24	Numerical
Column 25	Spatial
Column 26	Form Perception
Column 27	Clerical
Column 28	Motor Coordination
Column 29	Finger Dexterity
Column 30	Manual Dexterity
Column 31	Other (See Microfilm)

Key
1 - Above Average - High
2 - Average Range
3 - Low - Low Average

Field 5	Related School Subject Areas	Columns 32 through 41

Column 32	Social Science
Column 33	English
Column 34	Math
Column 35	Science
Column 36	Trade & Technical
Column 37	Business and Clerical
Column 38	Foreign Language
Column 39	Home Economics
Column 40	Arts
Column 41	Other (See Microfilm)

Key
X in column denotes related area

Field 6	Minimum Education Required	Column 42

Column 42

Key
1 = 8th-11th
2 = 12th
3 = 12th + 1 year
4 = 12th + 2 years
5 = Other (See Film)

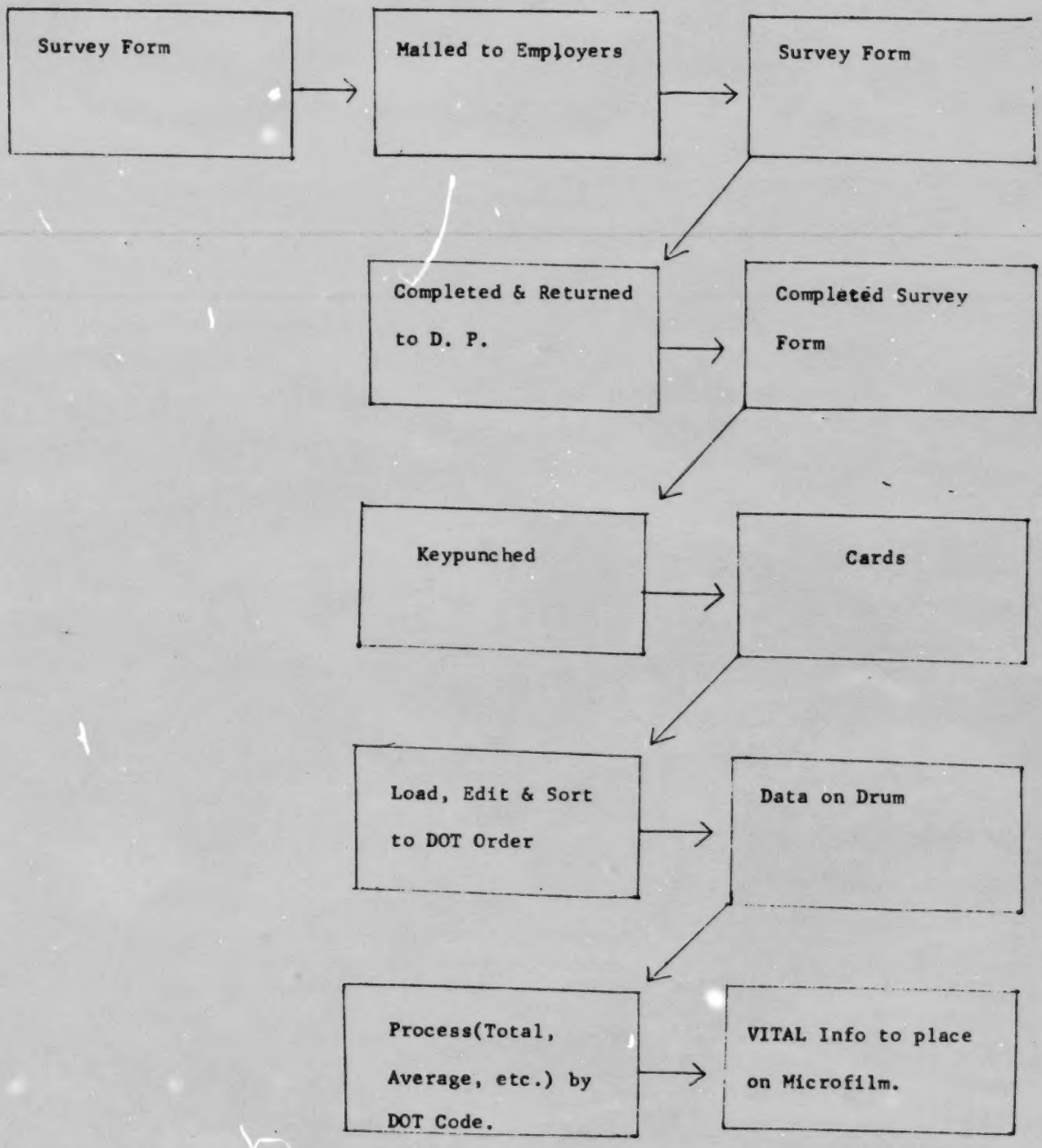
Field 7	Job Deals with:	Columns 43 through 45

Column 43	People
Column 44	Things
Column 45	Ideas

Key
X in column denotes significant area

Field 8	Physical Activity	Column 46
	Column 46	Key 1 = Strenuous 2 = Moderate 3 = Light
Field 9	Critical Environment	Column 47
	Column 47	Key 1 = Indoors 2 = Outdoors 3 = Inner Space 4 = Outer Space 5 = Other (See Film)
Field 10	Occupation Open to Mostly:	Column 48
	Column 48	Key 1 = Men 2 = Women 3 = Both
Field 11	Special Restrictions	Column 49
	Column 49	Key 1 = Yes 2 = No
Field 12	License Required	Column 50
	Column 50	Key X in column denotes license required
Field 13	Training Available	Column 51
	Column 51	Key 1 = Yes 2 = No
Field 14	Special (See Microfilm)	Column 52
	Column 52	
Field 15	Microfilm Aperture	Columns 53 through 77
Field 16	Revision Date	Column 78 = month Column 79 = month Column 80 = Year

SYSTEM DESIGN FOR COMPUTERIZING VITAL OCCUPATIONAL INFORMATION SURVEY FORM*
(Submitted by Gerry Stringer, Data Processing Section, La. Department of Education)



* The Directory information can be processed similarly to the above.

Figure 7.

TABLE 8A

ALPHABETICAL LIST OF ENTRY AND DEMAND OCCUPATIONS
FOR WHICH VITAL CAREER INFORMATION CARDS HAVE BEEN MADE TO DATE

ALPHABETICAL LIST OF ALL CARDS MADE*

*1. Able Seaman
2. Air-Conditioning Mechanic, Commercial
*3. Automobile Body Repairman (Revised)
*4. Automobile Body Repairman Helper
*5. Automobile Mechanic (Technician)
6. Automobile Mechanic Helper
*7. Automobile Service Station Attendant
8. Beauty Operator
9. Bellman
*10. Boatswain
11. Bricklayer Helper
*12. Cadet Engineer
13. Carpenter Helper
*14. Cashier
*15. Checker
16. Chemical (Stillman) Operator
17. Child-Day-Care Center Worker
*18. Clerk, General
*19. Clerk-Typist
*20. Construction Worker II
*21. Cook
*22. Cook (Ship), Chief
*23. Cook (Mess and Third)
*24. Cook-Helper
*25. Deck Cadet
*26. Dental Assistant
*27. Digital Computer Operator
*28. Dock Boss
*29. Electrician, Ship
30. Electrician Helper
*31. Engineer (Marine), Chief
*32. Engineer (Marine), Assistant
*33. Engineering Aide
34. Fire Fighter
*35. Fireman/Water-Tender
*36. Garageman, Industrial
*37. Guard
*38. Harbor (Ship) Pilot
39. Household-Appliance Repairman
*40. Inhalation Technician Assistant
41. Janitor (Porter)
*42. Junior Engineer
*43. Key-Punch Operator
*44. Laundry Worker
*45. Licensed Practical Nurse
*46. Light Truck Driver
*47. Lithographic (Offset) Pressman
48. Lithographic Plate Maker
*49. Long-Haul Truck Driver
*50. Longshoreman
51. Maid, General
*52. Manifest Clerk
*53. Mechanic (Automotive)
*54. Messman
*55. Nurse Aid
*56. Oiler
*57. Ordinary Seaman
58. Painter Helper
*59. Parking Lot Attendant
60. Photoengraver (Stripper)
61. Photographer, Lithographer
*62. Physical Therapy Attendant
63. Plasterer Helper
64. Plumber Helper
*65. Purser
*66. Quartermaster
*67. Radio Officer
*68. Receptionist
*69. Reefer Engineer
70. Sales Clerk
71. Salesman, General
72. Salesperson, General
*73. Second Cook and Baker
*74. Secretary
75. Sheet Metal Shop Helper
*76. Ship's Master
*77. Ship Mate

*Also available in a shorter form

TABLE A
(Continued)

ALPHABETICAL LIST OF ALL CARDS MADE* (Continued)

*78. Ship's Carpenter
*79. Stenographer
*80. Stevedore
*81. Steward
82. Stock Boy (Girl)
*83. Telephone Operator
*84. Timekeeper
*85. Tugboat Captain
*86. Tugboat Cook
*87. Tugboat Deckhand
*88. Tugboat Engineer
*89. Tugboat Mate
*90. Utilityman (Scullion)
91. Waiter (Waitress)
*92. Welder, Combination
*93. Wiper

TABLE 8B

ALPHABETICAL LIST OF ENTRY AND DEMAND OCCUPATIONS BY GROUPS FOR WHICH VITAL CAREER INFORMATION CARDS HAVE BEEN MADE TO DATE

ALPHABETICAL LIST OF CARDS BY GROUPS:

A. PROF., TECH., MGR. OCCUPATIONS
1. Boatswain
2. Cadet Engineer
3. Chemical (Stillman) Operator
4. Deck Cadet
5. Dock Boss
6. Engineering Aide
7. Harbor (Ship) Pilot
8. Quartermaster
9. Ship's Master
10. Ship Mate
11. Tugboat Captain
12. Tugboat Mate

B. CLERICAL AND SALES OCCUPATIONS
1. Cashier
2. Checker
3. Clerk, General
4. Clerk-Typist
5. Digital Computer Operator
6. Key-Punch Operator
7. Manifest Clerk
8. Purser
9. Radio Officer
10. Receptionist
11. Sales Clerk
12. Salesman, General
13. Salesperson, General
14. Secretary
15. Stenographer
16. Stock Boy (Girl)
17. Telephone Operator
18. Timekeeper

C. MEDICAL AND HEALTH OCCUPATIONS
1. Dental Assistant
2. Inhalation Technician
3. Licensed Practical Nurse
4. Nurse Aide
5. Physical Therapy Attendant

D. SERVICE OCCUPATIONS
1. Beauty Operator
2. Bellman
3. Child-Day-Care Center Worker
4. Cook
5. Cook (Ship), Chief
6. Cook (Mess and Third)
7. Cook Helper
8. Guard

D. SERVICE OCCUPATIONS (Continued)
9. Janitor (Porter)
10. Laundry Worker
11. Maid, General
12. Messman
13. Second Cook and Baker
14. Steward
15. Tugboat Cook
16. Utilityman (Scullion)
17. Waiter (Waitress)

E. TRADE AND INDUSTRIAL OCCUPATIONS
1. Able Seaman
2. Air-Conditioning Mechanic, Commercial
3. Automobile Body Repairman
4. Automobile Body Repairman Helper
5. Automobile Mechanic
6. Automobile Mechanic Helper
7. Automobile Service Station Attendant
8. Bricklayer Helper
9. Carpenter Helper
10. Construction Worker II
11. Electrician (Ship)
12. Electrician Helper
13. Engineer (Marine), Chief
14. Engineer (Marine), Assistant
15. Fire Fighter
16. Fireman/Water-Tender
17. Garageman, Industrial
18. Household-Appliance Repairman
19. Junior Engineer
20. Light Truck Driver
21. Lithographic (Offset) Pressman
22. Lithographic Plate Maker
23. Long-Haul Truck Driver
24. Longshoreman
25. Mechanic (Automotive)
26. Oiler
27. Ordinary Seaman
28. Painter Helper
29. Parking Lot Attendant
30. Photoengraver (Stripper)
31. Photographer, Lithographic
32. Plasterer Helper
33. Plumber Helper
34. Reefer Engineer
35. Sheet Metal Shop Helper
36. Ship's Carpenter

TABLE 8B
(Continued)

ALPHABETICAL LIST OF CARDS BY GROUPS (Continued):

E. TRADE AND INDUSTRIAL OCCUPATIONS
(Continued)

37. Stevedore
38. Tugboat Deckhand
39. Tugboat Engineer
40. Welder, Combination
41. Wiper

DICTIONARY OF OCCUPATIONAL TITLES

THREE-DIGIT OCCUPATIONAL CATEGORIES, DIVISIONS, AND GROUPS

PROFESSIONAL, TECHNICAL, AND MANAGERIAL OCCUPATIONS

00,01 Occupations in Architecture and Engineering

001. Architectural occupations
002. Aeronautical engineering occupations
003. Electrical engineering occupations
005. Civil engineering occupations
006. Ceramic engineering occupations
007. Mechanical engineering occupations
008. Chemical engineering occupations
010. Mining and petroleum engineering occupations
011. Metallurgy and metallurgical engineering occupations
012. Industrial engineering occupations
013. Agricultural engineering occupations
014. Marine engineering occupations
015. Nuclear engineering occupations
017. Draftsmen, n.e.c.
018. Surveyors, n.e.c.
019. Occupations in architecture and engineering, n.e.c.

02 Occupations in Mathematics and Physical Sciences

020. Occupations in mathematics
021. Occupations in astronomy
022. Occupations in chemistry
023. Occupations in physics
024. Occupations in geology
025. Occupations in meteorology
029. Occupations in mathematics and physical sciences, n.e.c.

04 Occupations in Life Sciences

040. Occupations in agricultural sciences
041. Occupations in biological sciences
045. Occupations in psychology
049. Occupations in life sciences

05 Occupations in Social Sciences

050. Occupations in economics
051. Occupations in political science
052. Occupations in history
054. Occupations in sociology
055. Occupations in anthropology
059. Occupations in social sciences, n.e.c.

07 Occupations in Medicine and Health

070. Physicians and surgeons
071. Osteopaths
072. Dentists
073. Veterinarians
074. Pharmacists
075. Registered nurses
077. Dietitians
078. Occupations in medical and dental technology
079. Occupations in medicine and health, n.e.c.

09 Occupations in Education

090. Occupations in college and university education
091. Occupations in secondary school education
092. Occupations in primary school and kindergarten education
094. Occupations in education of the handicapped
096. Home economists and farm advisers
097. Occupations in vocational education, n.e.c.
099. Occupations in education, n.e.c.

10 Occupations in Museum, Library, and Archival Sciences

100. Librarians
101. Archivists
102. Museum curators and related occupations
109. Occupations in museum, library, and archival sciences, n.e.c.

11 Occupations in Law and Jurisprudence

110. Lawyers
111. Judges
119. Occupations in law and jurisprudence, n.e.c.

12 Occupations in Religion and Theology

120. Clergymen
129. Occupations in religion and theology, n.e.c.

13 Occupations in Writing

130. Freelance writers
131. Writers and editors, motion pictures, radio, and television
132. Writers and editors, publications
137. Interpreters and translators
139. Occupations in writing, n.e.c.

14 Occupations in Art

141. Commercial artists
142. Designers
143. Occupations in photography
144. Painters and related occupations
148. Sculptors and related occupations
149. Occupations in art, n.e.c.

15 Occupations in Entertainment and Recreation

150. Occupations in dramatics
151. Occupations in dancing
152. Occupations in music
153. Occupations in athletics and sports
159. Occupations in entertainment and recreation, n.e.c.

16 Occupations in Administrative Specializations

160. Accountants and auditors
161. Budget and management analysis occupations
162. Purchasing management occupations
163. Sales and distribution management occupations
164. Advertising management occupations
165. Public relations management occupations
166. Personnel and training administration occupations
168. Inspectors and investigators, managerial and public service
169. Occupations in administrative specializations, n.e.c.

18 Managers and Officials, N.E.C.

180. Agriculture, forestry, and fishing industry managers and officials
181. Mining industry managers and officials
182. Construction industry managers and officials
183. Manufacturing industry managers and officials
184. Transportation, communication, and utilities industry managers and officials
185. Wholesale and retail trade managers and officials
186. Finance, insurance, and real estate managers and officials
187. Service industry managers and officials
188. Public administration managers and officials
189. Miscellaneous managers and officials, n.e.c.

19 Miscellaneous Professional, Technical, and Managerial Occupations

191. Agents and appraisers, n.e.c.
193. Radio operators
194. Sound recording, transcribing, and reproduction occupations
195. Occupations in social and welfare work
196. Airplane pilots and navigators
197. Ship captains, mates, pilots, and engineers
198. Railroad conductors
199. Miscellaneous professional, technical, and managerial occupations, n.e.c.

CLERICAL AND SALES OCCUPATIONS

20 Stenography, Typing, Filing, and Related Occupations

201. Secretaries
202. Stenographers
203. Typists
204. Correspondence clerks
205. Personnel clerks
206. File clerks
207. Duplicating-machine operators
208. Miscellaneous office machine operators
209. Stenography, typing, filing, and related occupations,n.e.c.

21 Computing and Account-Recording Occupations

210. Bookkeepers
211. Cashiers
212. Tellers
213. Automatic data-processing-equipment operators
214. Billing-machine operators
215. Bookkeeping-machine operators
216. Computing-machine operators
217. Account-recording-machine operators, n.e.c.
219. Computing and account-recording occupations, n.e.c.

22 Material and Production Recording Occupations

221. Production clerks
222. Shipping and receiving clerks
223. Stock clerks and related occupations
224. Weighers
229. Material and production recording occupations, n.e.c.

23 Information and Message Distribution Occupations

230. Messengers, errand boys, and office boys and girls
231. Mail clerks
232. Mail carriers
234. Mail-preparing-and mail-handling-machine operators
235. Telephone operators
236. Telegraph operators
237. Receptionists and information clerks
239. Information and message distribution occupations,n.e.c.

24 Miscellaneous Clerical Occupations

240. Collectors
241. Adjusters
242. Hotel clerks, n.e.c.
243. Direct service clerks, n.e.c.
249. Miscellaneous clerical occupations, n.e.c

25 Salesmen, Services

250. Salesmen, real estate and insurance
251. Salesmen, securities
252. Salesmen, business and financial services
253. Salesmen, radio and television broadcasting services
254. Salesmen, hotel services
255. Salesmen, transportation services
256. Salesmen, maintenance and repair services
257. Salesmen, utilities
258. Salesmen, printing and advertising
259. Salesmen, services, n.e.c.

26,27,28 Salesmen and Salespersons, Commodities

260. Salesmen and salespersons, horticultural and nursery products
261. Salesmen and salespersons, agricultural products, n.e.c.
262. Salesmen and salespersons, foodstuffs, beverages, and tobacco
263. Salesmen and salespersons, textiles, textile products, and apparel
264. Salesmen and salespersons, leather and leather products
265. Salesmen and salespersons, paper and paper products
266. Salesmen and salespersons, chemicals and drug preparations
267. Salesmen and salespersons, fuel and petroleum products
268. Salesmen and salespersons, plastics products
270. Salesmen and salespersons, rubber products
271. Salesmen and salespersons, stone, clay, and glass products
273. Salesmen and salespersons, metal and metal products
274. Salesmen and salespersons, housefurnishings
275. Salesmen and salespersons, hotel and restaurant equipment and supplies
276. Salesmen and salespersons, industrial, construction, mining, and drilling equipment and supplies
277. Salesmen and salespersons, farm and garden equipment and supplies
278. Salesmen and salespersons, household appliances and electrical machinery, equipment, and supplies
280. Salesmen and salespersons, transportation equipment
281. Salesmen and salespersons, business and commercial machines, equipment, and supplies
282. Salesmen and salespersons, medical and dental equipment, supplies, and appliances
283. Salesmen and salespersons, jewelry and silverware
284. Salesmen and salespersons, scientific apparatus
285. Salesmen and salespersons, photographic equipment and supplies
286. Salesmen and salespersons, amusement and sporting goods
287. Salesmen and salespersons, music and musical instruments
289. Salesmen and salespersons, commodities, n.e.c.

29 Merchandising Occupations, Except Salesmen

290. Sales clerks
291. Peddlers
292. Routemen
293. Canvassers and solicitors
294. Auctioneers
296. Shoppers
297. Demonstrators and models
298. Display men and window trimmers
299. Merchandising occupations, except salesmen, n.e.c.

SERVICE OCCUPATIONS

30 Domestic Service Occupations

301. Day workers
302. Laundresses, private family
303. Housekeepers, private family
304. Housemen and yardmen
305. Cooks, domestic
306. Maids, domestic
307. Nursemaids
309. Domestic service occupations, n.e.c.

31 Food and Beverage Preparation and Service Occupations

310. Hostesses and stewards, food and beverage service, except ship stewards
311. Waiters, waitresses, and related food serving occupations
312. Bartenders
313. Chefs and cooks, large hotel and restaurants
314. Chefs and cooks, small hotels and restaurants
315. Miscellaneous cooks, except domestic
316. Meatcutters, except in slaughtering and packing houses
317. Miscellaneous food and beverage preparation occupations
318. Kitchen workers, n.e.c.
319. Food and beverage preparation and service occupations,n.e.c.

32 Lodging and Related Service Occupations

320. Boardinghouse and lodginghouse keepers
321. Housekeepers, hotels and institutions
323. Maids and housemen, hotels, restaurants, and related establishments
324. Bellmen and related occupations
329. Lodging and related service occupations, n.e.c.

33 Barbering, Cosmetology, and Related Service Occupations

330. Barbers
331. Manicurists
332. Hairdressers and cosmetologists
333. Make-up occupations
334. Masseurs and related occupations
335. Bath attendants
338. Embalmers and related occupations
339. Barbering, cosmetology, and related service occupations, n.e.c.

34 Amusement and Recreation Service Occupations

340. Attendants, bowling alley and billiard parlor
341. Attendants, golf course, tennis court, skating rink, and related facilities
342. Amusement device and concession attendants
343. Gambling hall attendants
344. Ushers
346. Wardrobe and dressing-room attendants
349. Amusement and recreation service occupations, n.e.c.

35 Miscellaneous Personal Service Occupations

350. Ship stewards and related occupations
351. Pullman porters and train attendants
352. Hostesses and stewards, n.e.c.
353. Guides, except hunting and fishing
354. Unlicensed midwives and practical nurses
355. Attendants, hospitals, morgues, and related health services
356. Occupations in animal care, n.e.c.
357. Baggage porters
358. Checkroom, locker room, and restroom attendants
359. Miscellaneous personal service occupations, n.e.c.

36 Apparel and Furnishings Service Occupations

361. Laundering occupations
362. Dry cleaning occupations
363. Pressing occupations
364. Dyeing and related occupations
365. Shoe and luggage repairmen and related occupations
366. Bootblacks and related occupations
369. Apparel and furnishings service occupations, n.e.c.

37 Protective Service Occupations

371. Crossing watchmen and bridge tenders
372. Guards and watchmen, except crossing watchmen
373. Firemen, fire department
375. Policemen and detectives, public service
376. Policemen and detectives, except in public service
377. Sheriffs and bailiffs
378. Soldiers, sailors, marines, airmen, and coast guardsmen, n.e.c.
379. Protective service occupations, n.e.c.

38 Building and Related Service Occupations

381. Porters and cleaners
382. Janitors
388. Elevator Operators
389. Building and related service occupations, n.e.c.

FARMING, FISHERY, FORESTRY, AND RELATED OCCUPATIONS

(FARMING, FISHERY, FORESTRY, AND RELATED WORK)

40 Plant Farming Occupations
(Plant Farming)

401. Grain farming occupations
(Grain farming)
402. Cotton farming occupations
(Cotton farming)
403. Vegetable farming occupations
(Vegetable farming)
404. Fruit and nut farming occupations
(Fruit and nut farming)
405. Crop specialty farming occupations
(Crop specialty farming)
406. Horticultural specialty occupations
(Horticultural specialty work)
407. Gardening and groundskeeping occupations
(Gardening and groundskeeping)
409. Plant farming occupations, n.e.c.
(Plant farming, n.e.c.)

41 Animal Farming Occupations
(Animal Farming)

411. Dairy farming occupations
(Dairy farming)
412. Poultry farming occupations
(Poultry farming)
413. Livestock farming occupations
(Livestock farming)
419. Animal farming occupations, n.e.c.
(Animal farming, n.e.c.)

42 Miscellaneous Farming and Related Occupations
(Miscellaneous Farming and Related Work)

421. General farming occupations
(General farming)
422. Farm irrigation workers
(Farm irrigation)
423. Farm couples
(Farm couples)
424. Farm machinery operators, n.e.c.
(Farm machinery operating, n.e.c.)
429. Miscellaneous farming and related occupations, n.e.c.
(Miscellaneous farming and related work, n.e.c.)

43 Fishery and Related Occupations
(Fishery and Related Work)

431. Net, seine, and trap fishermen
(Net, seine, and trap fishing)
432. Line fishermen
(Line fishing)
433. Fishermen, miscellaneous gear
(Fishing, miscellaneous gear)
435. Whaling occupations
(Whaling)
436. Marine life cultivation and related occupations
(Marine life cultivation and related work)
437. Sponge and seaweed gatherers
(Sponge and seaweed gathering)
439. Fishery and related occupations, n.e.c.
(Fishery and related work, n.e.c.)

44 Forestry Occupations
(Forestry)

441. Forest conservation occupations
(Forest conservation work)
442. Occupations in production of forest products, except logging
(Forest products production, except logging)
449. Forestry occupations, n.e.c.
(Forestry, n.e.c.)

45 Hunting, Trapping, and Related Occupations
(Hunting, Trapping, and Related Services)

451. Hunting and trapping occupations
(Hunting and trapping)
452. Hunting and fishing guides
(Guide services, hunting and fishing)

46 Agricultural Service Occupations
(Agricultural Services)

461. Cotton ginning and compressing occupations
(Cotton ginning and compressing)
465. Blight and pest control and bindweed eradication occupations
(Blight and pest control and bindweed eradication)
466. Animal caretaking occupations
(Animal care)
467. Animal husbandry service occupations
(Animal husbandry services)
469. Agricultural service occupations, n.e.c.
(Agricultural services, n.e.c.)

PROCESSING OCCUPATIONS

50 Occupations in Processing of Metal

500. Electroplating occupations
501. Dip plating occupations
502. Melting, pouring, casting, and related occupations
503. Pickling, cleaning, degreasing, and related occupations
504. Heat-treating occupations
505. Metal spraying, coating, and related occupations
509. Occupations in processing of metal, n.e.c.

51 Ore Refining and Foundry Occupations

510. Mixing and related occupations
511. Separating, filtering, and related occupations
512. Melting occupations
513. Roasting occupations
514. Pouring and casting occupations
515. Crushing and grinding occupations
518. Molders, coremakers, and related occupations
519. Ore refining and foundry occupations, n.e.c.

52 Occupations in Processing of Food, Tobacco, and Related Products

520. Mixing, compounding, blending, kneading, shaping, and related occupations
521. Separating, crushing, milling, chopping, grinding, and related occupations
522. Culturing, melting, fermenting, distilling, saturating, pickling, aging, and related occupations
523. Heating, rendering, melting, drying, cooling, freezing, and related occupations
524. Coating, icing, decorating, and related occupations
525. Slaughtering, breaking, curing, and related occupations
526. Cooking and baking occupations, n.e.c.
529. Occupations in processing of food, tobacco, and related products, n.e.c.

53 Occupations in Processing of Paper and Related Materials

530. Grinding, beating, and mixing occupations
532. Cooking and drying occupations
533. Cooling, bleaching, screening, washing, and related occupations
534. Calendering, sizing, coating, and related occupations
535. Forming occupations, n.e.c.
539. Occupations in processing of paper and related materials, n.e.c.

54 Occupations in Processing of Petroleum, Coal, Natural and Manufactured Gas, and Related Products

540. Mixing and blending occupations
541. Filtering, straining, and separating occupations
542. Distilling, subliming, and carbonizing occupations
543. Drying, heating, and melting occupations
544. Grinding and crushing occupations
546. Reacting occupations, n.e.c.
549. Occupations in processing of petroleum, coal, natural and manufactured gas, and related products, n.e.c.

55 Occupations in Processing Chemicals, Plastics, Synthetics, Rubber, Paint, and Related Products

550. Mixing and blending occupations
551. Filtering, straining, and separating occupations
552. Distilling occupations
553. Heating, baking, drying, seasoning, melting, and heat-treating occupations
554. Coating, calendering, laminating, and finishing occupations
555. Grinding and crushing occupations
556. Casting and molding occupations, n.e.c.
557. Extruding occupations
558. Reacting occupations, n.e.c.
559. Occupations in processing of chemicals, plastics, synthetics, rubber, paint, and related products, n.e.c.

56 Occupations in Processing of Wood and Wood Products

560. Mixing and related occupations
561. Wood preserving and related occupations
562. Saturating, coating, and related occupations, n.e.c.
563. Drying, seasoning, and related occupations
569. Occupations in processing of wood and wood products, n.e.c.

57 Occupations in Processing of Stone, Clay, Glass, and Related Products

570. Crushing, grinding, and mixing occupations
571. Separating occupations
572. Melting occupations
573. Baking, drying, and heat-treating occupations
574. Impregnating, coating, and glazing occupations
575. Forming occupations
579. Occupations in processing of stone, clay, glass, and related products, n.e.c.

58 Occupations in Processing of Leather, Textiles, and Related Products

580. Shaping, blocking, stretching, and tentering occupations
581. Separating, filtering, and drying occupations
582. Washing, steaming, and saturating occupations
583. Ironing, pressing, glazing, staking, calendering, and embossing occupations
584. Mercerizing, coating, and laminating occupations
585. Singeing, cutting, shearing, shaving, and napping occupations
586. Felting and fulling occupations
587. Brushing and shrinking occupations
589. Occupations in processing of leather, textiles, and related products, n.e.c.

59 Processing Occupations, N.E.C.

590. Occupations in processing products from assorted materials
599. Miscellaneous processing occupations, n.e.c.

MACHINE TRADES OCCUPATIONS

60 Metal Machining Occupations

600. Machinists and related occupations
601. Toolmakers and related occupations
602. Gear machining occupations
603. Abrading occupations
604. Turning occupations
605. Milling and planing occupations
606. Boring occupations
607. Sawing occupations
609. Metal machining occupations, n.e.c.

61 Metalworking Occupations, N.E.C.

610. Hammer forging occupations
611. Press forging occupations
612. Forging occupations, n.e.c.
613. Sheet and bar rolling occupations
614. Extruding and drawing occupations
615. Punching and shearing occupations
616. Fabricating machine occupations
617. Forming occupations, n.e.c.
619. Miscellaneous metalworking occupations, n.e.c.

62,63 Mechanics and Machinery Repairmen

620. Motorized vehicle and engineering equipment mechanics and repairmen
621. Aircraft mechanics and repairmen
622. Rail equipment mechanics and repairmen
623. Marine mechanics and repairmen
624. Farm mechanics and repairmen
625. Engine, power transmission, and related mechanics
626. Metalworking machinery mechanics
627. Printing and publishing mechanics and repairmen
628. Textile machinery and equipment mechanics and repairmen
629. Special industry machinery mechanics.
630. General industry mechanics and repairmen
631. Powerplant mechanics and repairmen
632. Ordnance and accessories mechanics and repairmen
633. Business and commercial machine repairmen
637. Utilities service mechanics and repairmen
638. Miscellaneous occupations in machine installation and repair
639. Mechanics and machinery repairmen, n.e.c.

64 Paperworking Occupations

640. Paper cutting, winding, and related occupations
641. Folding, creasing, scoring, and gluing occupations
642. Paper sewing occupations
643. Corrugating occupations
644. Fastening occupations, n.e.c.
649. Paperworking occupations, n.e.c.

65 Printing Occupations

650. Typesetters and composers
651. Printing press occupations
652. Printing machine occupations
653. Bookbinders and related occupations
654. Typecasters and related occupations
659. Printing occupations, n.e.c.

66 Wood Machining Occupations

660. Cabinetmakers
661. Patternmakers
662. Sanding occupations
663. Shearing and shaving occupations
664. Turning occupations
665. Milling and planing occupations
666. Boring occupations
667. Sawing occupations
668. Chipping occupations
669. Wood machining occupations, n.e.c.

67 Occupations in Machining Stone, Clay, Glass, and Related Materials

670. Stonecutters and related occupations
673. Abrading occupations
674. Turning occupations
675. Planing and shaping occupations, n.e.c.
676. Boring and punching occupations
677. Chipping, cutting, sawing, and related occupations
679. Occupations in machining stone, clay, glass, and related materials, n.e.c.

68 Textile Occupations

680. Carding combing, drawing, and related occupations
681. Twisting, beaming, warping, and related occupations
682. Spinning occupations
683. Weavers and related occupations
684. Hosiery knitting occupations
685. Knitting occupations, except hosiery
686. Punching, cutting, forming, and related occupations
689. Textile occupations, n.e.c.

69 Machine Trades Occupations, N.E.C.

690. Plastics, synthetics, rubber, and leather working occupations
691. Occupations in fabrication of insulated wire and cable
692. Occupations in fabrication of products from assorted materials
693. Modelmakers, patternmakers, and related occupations
694. Occupations in fabrication of ordnance, ammunition, and related products, n.e.c.
699. Miscellaneous machine trades occupations, n.e.c.

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BENCH WORK OCCUPATIONS

70 Occupations in Fabrication, Assembly, and Repair of Metal Products, N.E.C.

700. Occupations in fabrication, assembly, and repair of jewelry, silverware, and related products
701. Occupations in fabrication, assembly, and repair of tools and related products
703. Occupations in assembly and repair of sheet-metal products, n.e.c.
704. Engravers, etchers, and related occupations
705. Filing, grinding, buffing, cleaning, and polishing occupations, n.e.c.
706. Metal unit assemblers and adjusters, n.e.c.
709. Miscellaneous occupations in fabrication, assembly, and repair of metal products, n.e.c.

71 Occupations in Fabrication and Repair of Scientific and Medical Apparatus, Photographic and Optical Goods, Watches and Clocks, and Related Products

710. Occupations in fabrication and repair of instruments for measuring, controlling, and indicating physical characteristics
711. Occupations in fabrication and repair of optical instruments and lenses
712. Occupations in fabrication and repair of surgical, medical, and dental instruments and supplies
713. Occupations in fabrication and repair of ophthalmic goods
714. Occupations in fabrication and repair of photographic equipment and supplies
715. Occupations in fabrication and repair of watches, clocks, and parts
716. Occupations in fabrication and repair of engineering and scientific instruments and equipment, n.e.c.
719. Occupations in fabrication and repair of scientific and medical apparatus, photographic and optical goods, watches and clocks, and related products, n.e.c.

72 Occupations in Assembly and Repair of Electrical Equipment

720. Occupations in assembly and repair of radio and television receiving sets and phonographs
721. Occupations in assembly and repair of motors, generators, and related products
722. Occupations in assembly and repair of communications equipment
723. Occupations in assembly and repair of electrical appliances and fixtures
724. Occupations in winding and assembling coils, magnets, armatures, and related products
725. Occupations in assembly of light bulbs and electronic tubes
726. Occupations in assembly and repair of electronic components and assessories, n.e.c.
727. Occupations in assembly of storage batteries
728. Occupations in fabrication of electrical wire and cable
729. Occupations in assembly and repair of electrical equipment, n.e.c.

73 Occupations in Fabrication and Repair of Products Made from Assorted Materials

730. Occupations in fabrication and repair of musical instruments and parts
731. Occupations in fabrication and repair of games and toys
732. Occupations in fabrication and repair of sporting goods
733. Occupations in fabrication and repair of pens, pencils and office and artists' materials, n.e.c.
734. Occupations in fabrication and repair of notions
735. Occupations in fabrication and repair of jewelry, n.e.c.
736. Occupations in fabrication and repair of ordnance and accessories
737. Occupations in fabrication of ammunition, fireworks, explosives, and related products
739. Occupations in fabrication and repair of products made from assorted materials, n.e.c.

74 Painting, Decorating, and Related Occupations

740. Painters, brush
741. Painters, spray
742. Staining, waxing, and related occupations
749. Painting, decorating, and related occupations, n.e.c.

75 Occupations in Fabrication and Repair of Plastics, Rubber, Synthetics, and Related Products

750. Occupations in fabrication and repair of tires, tubes, tire treads, and related products
751. Laying out and cutting occupations, n.e.c.
752. Fitting, shaping, cementing, finishing, and related occupations, n.e.c.
753. Occupations in fabrication and repair of rubber and plastic footwear
754. Occupations in fabrication and repair of miscellaneous plastic products
759. Occupations in fabrication and repair of plastics, synthetics, rubber, and related products, n.e.c.

76 Occupations in Fabrication and Repair of Wood Products

760. Bench carpenters and related occupations
761. Occupations in laying out, cutting, carving, shaping, and sanding wood products, n.e.c.
762. Occupations in assembling wood products, n.e.c.
763. Occupations in fabrication and repair of furniture, n.e.c.
764. Cooperage occupations
769. Occupations in fabrication and repair of wood products

77 Occupations in Fabrication and Repair of Sand, Stone, Clay, and Glass Products

770. Occupations in fabrication and repair of jewelry, ornaments, and related products
771. Stone cutters and carvers
772. Glass blowing, pressing, shaping, and related occupations
773. Occupations in coloring and decorating brick, tile, and related products
774. Occupations in fabrication and repair of pottery and porcelain ware
775. Grinding, filing, polishing, frosting, etching, cleaning, and related occupations, n.e.c.
776. Occupations in fabrication and repair of asbestos and polishing products, abrasives, and related materials
777. Modelmakers, patternmakers, moldmakers, and related occupations
779. Occupations in fabrication and repair of sand, stone, clay, and glass products, n.e.c.

78 Occupations in Fabrication and Repair of Textile, Leather, and Related Products

780. Occupations in upholstering and in fabrication and repair of mattresses and bedsprings
781. Laying out, marking, cutting, and punching occupations, n.e.c.
782. Hand sewers, menders, embroiderers, knitters, and related occupations, n.e.c.
783. Fur working occupations
784. Occupations in fabrication and repair of hats, caps, gloves, and related products
785. Tailors and dressmakers
786. Sewing machine operators, garment
787. Sewing machine operators, nongarment
788. Occupations in fabrication and repair of footwear
789. Occupations in fabrication and repair of textile, leather, and related products, n.e.c.

79 Bench Work Occupations, N.E.C.

790. Occupations in preparation of food, tobacco, and related products, n.e.c.
794. Occupations in fabrication of paper products, n.e.c.
799. Miscellaneous bench work occupations, n.e.c.

STRUCTURAL WORK OCCUPATIONS

80 Occupations in Metal Fabricating, N.E.C.

800. Riveters
801. Fitting, bolting, screwing, and related occupations
804. Tinsmiths, coppersmiths, and sheet metal workers
805. Boilermakers
806. Transportation equipment assemblers and related occupations
807. Bodymen, transportation equipment
809. Miscellaneous occupations in metal fabricating,n.e.c.

81 Welders, Flame Cutters, and Related Occupations

810. Arc welders
811. Gas welders
812. Combination arc welders and gas welders
813. Resistance welders
814. Brazing, braze-welding, and soldering occupations
815. Lead burning occupations
816. Flame cutters and arc cutters
819. Welders, flame cutters, and related occupations,n.e.c.

82 Electrical Assembling, Installing, and Repairing Occupations

820. Occupations in assembly, installation, and repair of generators, motors, accessories, and related powerplant equipment
821 Occupations in assembly, installation, and repair of transmission and distribution lines and circuits
822. Occupations in assembly, installation, and repair of wire communication, detection, and signaling equipment
823. Occupations in assembly, installation, and repair of electronic communication, detection, and signaling equipment
824. Occupations in assembly, installation, and repair of lighting equipment and building wiring, n.e.c.
825. Occupations in assembly, installation, and repair of transportation and materials handling equipment, n.e.c.
826. Occupations in assembly, installation, and repair of industrial apparatus, n.e.c.
827. Occupations in assembly, installation, and repair of large household appliances and similar commercial and industrial equipment
828. Occupations in fabrication, installation, and repair of electrical and electronic products, n.e.c.
829. Occupations in assembly, installation, and repair of electrical products, n.e.c.

84 Painting, Plastering, waterproofing, Cementing, and Related Occupations

840. Construction and maintenance painters and related occupation
841. Paperhangers
842. Plasterers and related occupations
843. Waterproofing and related occupations
844. Cement and concrete finishing and related occupations
845. Transportation equipment painters and related occupations
849. Painting, plastering, waterproofing, cementing, and related occupations, n.e.c.

85 Excavating, Grading, Paving, and Related Occupations

850. Excavating, grading, and related occupations
851. Drainage and related occupations
852. Concrete paving occupations
853. Asphalt paving occupations
859. Excavating, grading, paving, and related occupations,n.e.c.

86 Construction Occupations, N.E.C.

860. Carpenters and related occupations
861. Brick and stone masons and tile setters
862. Plumbers, gas fitters, steam fitters, and related occupations
863. Asbestos and insulation workers
864. Floor laying and finishing occupations
865. Glaziers and related occupations
866. Roofers and related occupations
869. Miscellaneous construction occupations, n.e.c.

89 Structural Work Occupations, N.E.C.

891. Occupations in structural maintenance, n.e.c.
892. Hoisting and conveying occupations, n.e.c.
899. Miscellaneous structural work occupations, n.e.c.

MISCELLANEOUS OCCUPATIONS

90 Motor Freight Occupations

900. Concrete-mixing-truck drivers
902. Dump-truck drivers
903. Truck drivers, inflammables
904. Trailer-truck drivers
905. Truck drivers, heavy
906. Truck drivers, light
909. Motor freight occupations, n.e.c.

91 Transportation Occupations, N.E.C.

910. Railroad transportation occupations
911. Water transportation occupations
912. Air transportation occupations
913. Passenger transportation occupations, n.e.c.
914. Pumping and pipeline transportation occupations
915. Attendants and servicemen, parking lots and service facilities
919. Miscellaneous transportation occupations, n.e.c.

92 Packaging and Materials Handling Occupations

920. Packaging occupations
921. Hoisting and conveying occupations
922. Occupations in moving and storing materials, n.e.c.
929. Packaging and materials handling occupations, n.e.c.

93 Occupations in Extraction of Minerals

930. Boring, drilling, cutting, and related occupations
931. Blasting occupations
932. Loading and conveying occupations
933. Crushing occupations
934. Screening and related occupations
939. Occupations in extraction of minerals, n.e.c.

94 Occupations in Logging

940. Timber cutting and related occupations
941. Log inspecting, grading, scaling, and related occupations
942. Log sorting, gathering, storing, and related occupations
949. Occupations in logging, n.e.c.

95 Occupations in Production and Distribution of Utilities

950. Stationary engineers
951. Firemen and related occupations
952. Occupations in generation, transmission, and distribution of electric light and power
953. Occupations in production and distribution of gas
954. Occupations in filtration, purification, and distribution of water
955. Occupations in disposal of refuse and sewage
956. Occupations in distribution of steam
957. Occupations in transmission of communications, n.e.c.
959. Occupations in production and distribution of utilities, n.e.c.

96 Amusement, Recreation, and Motion Picture Occupations, N.E.C.

960. Motion picture projectionists
961. Models and stand-ins, n.e.c.
962. Occupations in production of motion pictures, n.e.c.
963. Occupations in radio and television production, n.e.c.
964. Occupations in theatrical and related entertainment production, n.e.c.
969. Miscellaneous amusement, recreation, and motion picture occupations, n.e.c.

97 Occupations in Graphic Art Work

970. Art work occupations, brush, spray, or pen
971. Photoengraving occupations
972. Lithographers and related occupations
973. Hand compositors, typesetters, and related occupations
974. Electrotypers and related occupations
975. Stereotypers and related occupations
976. Darkroom occupations, n.e.c.
977. Bookbinders and related occupations
979. Occupations in graphic art work, n.e.c.

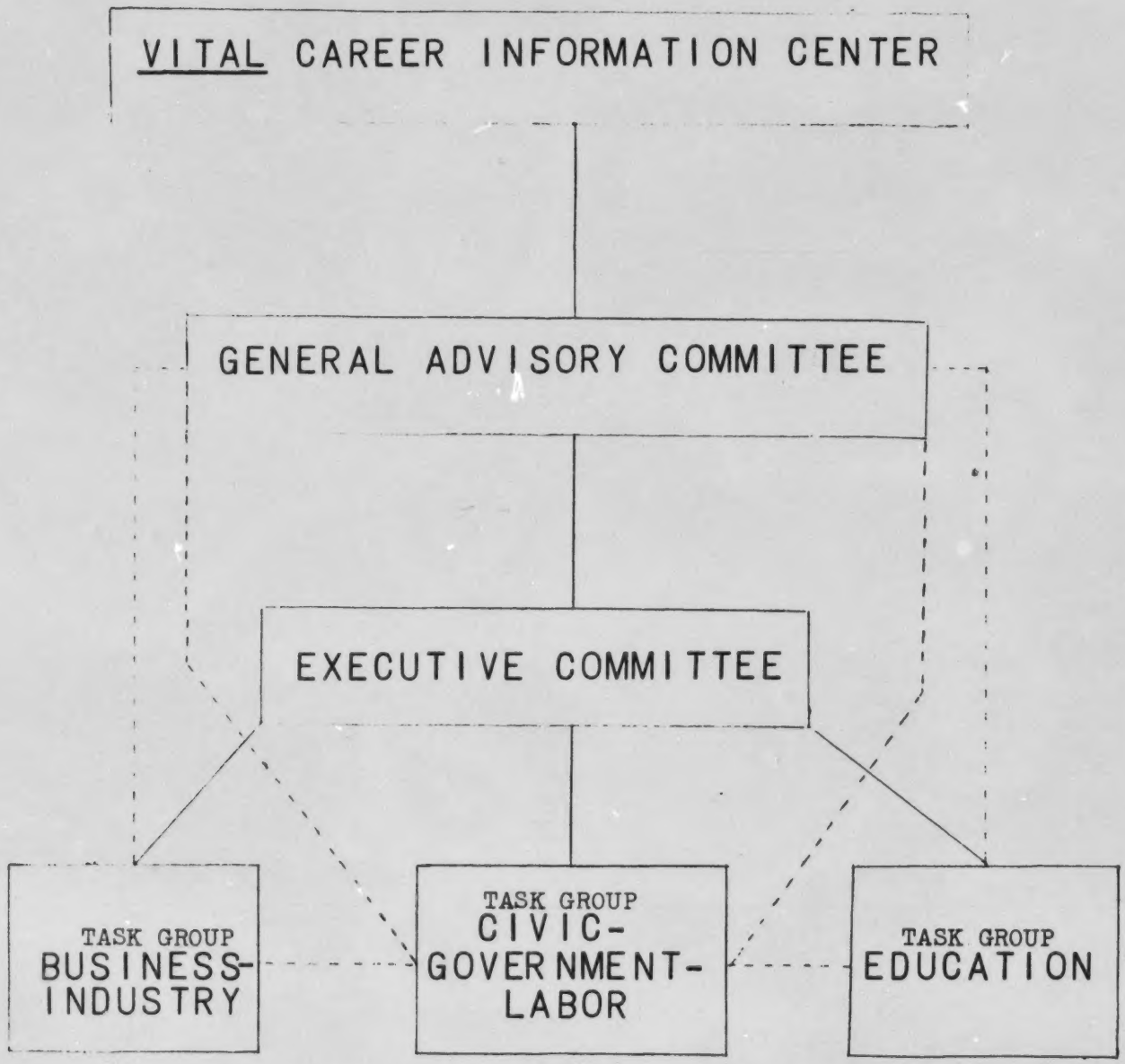

Figure 8. Organizational Chart of VITAL Advisory Committee

VITAL CAREER INFORMATION CENTER
P. O. BOX 44064, CAPITOL STATION,
BATON ROUGE, LOUISIANA 70804
FORM 5

WHAT ARE YOUR HUMAN RESOURCES?

To determine your human resources, check in the spaces below the: (a) Occupational categories in which you have done work, (b) Types of work that interest you most, (c) Special talents, skills, and abilities you have developed, (d) The hobbies or leisure time activities you have participated in, (e) Your feelings about certain occupational experiences and situations, (f) The accomplishments you have achieved.

A. OCCUPATIONAL CATEGORIES IN WHICH I HAVE DONE WORK (Check)

1. __ Professional
2. __ Technical
3. __ Managerial or Supervisory
4. __ Clerical
5. __ Sales
6. __ Services
7. __ Farming (plants or animals)
8. __ Commercial Fishing
9. __ Forestry
10. __ Processing (Processing of metal, food, paper, petroleum, chemical, wood, stone, clay, glass, leather, textile products)
11. __ Machine Trades (Setting up and repairing machinery)
12. __ Bench Work (Fabricating, assembling, and repairing)
13. __ Structure Work (Construction trades)
14. __ Miscellaneous
    - __ a. Auto, taxi, bus, boat, plane, truck driving
    - __ b. Packaging, moving, storage
    - __ c. Drilling and mining
    - __ d. Logging
    - __ e. Production and distribution of utilities, power, communications
    - __ f. Amusement and recreation
    - __ g. Graphic Art Work
    - __ h. Other

B. MY MAIN INTERESTS ARE IN:

1. __ Outdoor Work
2. __ Mechanical Work
3. __ Computational Work
4. __ Scientific Work
5. __ Persuasive Work (Managing, Supervising, Influencing, and Selling)
6. __ Artistic Work
7. __ Literary Work
8. __ Musical Work
9. __ Social Service Work (Helping Others)

C. MY TALENTS, SPECIAL SKILLS, AND ABILITIES ARE IN WORKING WITH:

1. __ Data 2. __ People
3. __ Things
4. __ Data and People
5. __ Data and Things
6. __ People and Things
7. __ Data, People and Things

D. __ I HAVE HOBBIES OR LEISURE TIME ACTIVITIES THAT CAN BE RELATED TO CAREERS (Such as: making, collecting, displaying, showing and telling about things, giving demonstrations, and participating in civic, business, professional, sports, or service organization activities)

E. __ I HAVE WORKED IN SPECIAL SITUATIONS AND HAD UNIQUE EXPERIENCES IN MY WORK WHICH MAY BE OF INTEREST AND VALUE TO OTHERS (Such as: work in a foreign country, unusual environment, working conditions or incidents)

F. __ I HAVE MADE CERTAIN ACCOMPLISHMENTS IN WORK OR OTHER ACTIVITIES (Such as: receiving honors, awards or recognitions; writing books, articles, or papers published; election to offices in organizations, sponsoring youth groups or clubs, serving as a leader in civic, religious, political, fraternal, or social groups)

NAME: _____

FIRM: _____

BUS. ADDRESS: _____

BUS. PHONE: _____

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FORM 6

HOW CAN YOUR HUMAN RESOURCES BE FULLY USED?

VITAL CAREER INFORMATION CENTER
P. O. BOX 44064, CAPITOL STATION,
BATON ROUGE, LOUISIANA 70804

1. RESOURCE PERSONS ARE NEEDED FOR THE CAREER EDUCATION PROGRAM IN THE SCHOOLS.
2. RESOURCE PERSONS ARE PEOPLE WHO CAN "TEACH" OUR CHILDREN ABOUT CAREERS FROM THE "TEXTBOOK OF THEIR EXPERIENCES."
3. RESOURCE PERSONS "TEACH" THROUGH INTERVIEWS, TALKS, DISCUSSIONS, DEMONSTRATIONS, AND SHOWING ILLUSTRATIONS ON CAREERS THEY KNOW ABOUT.
4. PEOPLE QUALIFY AS RESOURCE PERSONS BECAUSE OF THE WORK DONE IN THEIR OCCUPATIONS, THE INTERESTS, KNOWLEDGES, SKILLS AND ABILITIES THEY HAVE DEVELOPED, THE RELATED HOBBIES OR LEISURE TIME EXPERIENCES THEY HAVE HAD, OR THE ACCOMPLISHMENTS THEY HAVE ACHIEVED.

Please check which of the following career-related activities that you think you are able to serve as a Resource Person for, based on your work experience:

Professional, Technical, and Managerial Occupations

1. __Planning and making architectural drawings
2. __Designing roads, bridges, dams, and making and solving engineering problems
3. __Running chemical, physical tests
4. __Doing land, water, or mineral surveys
5. __Experimenting with plants or animals
6. __Studying the behavior of people
7. __Collecting, compiling and analyzing economic statistics
8. __Preparing a brief for a legal case
9. __Researching local or regional history
10. __Studying, excavating, and reconstructing past Indian cultures
11. __Performing an operation on or treating a patient
12. __Nursing the ill or infirm
13. __Instructing others in the learning of skills
14. __Providing counseling and guidance
15. __Writing newspaper articles, T-V continuity, or books
16. __Drawing advertising layouts
17. __Acting, singing or dancing in plays; being an athlete, coach, T.V. or radio sports announcer
18. __Running or supervising a business, industry, service or governmental organization or office

Clerical and Sales Occupations

19. __Taking and transcribing dictation
20. __Typing
21. __Answering the phone, receiving clients
22. __Operating business machines
23. __Operating data processing machines
24. __Selling in a store, home, office, or outside

Service Occupations

25. __Doing domestic work or housekeeping
26. __Cooking in a cafe or restaurant; preparing food products
27. __Being a barber, hairdresser, or cosmetologist
28. __Serving as a hostess, guide or attendant
29. __Operating a laundry and dry-cleaning business
30. __Serving as a policeman, investigator, or other law enforcement officer

Farming, Fishery, Forestry, and Related Occupations

31. __Raising plants or animals for the market or display
32. __Catching large quantities of fish or shell fish for marketing
33. __Doing forestry work

Processing Occupations

33. __Making paper
34. __Processing food products
35. __Operating a petroleum refinery still or catalytic cracking unit
36. __Making petro-chemical products
37. __Molding clay or cement tile, bricks, pipe, or blocks
38. __Engraving leather or metal

Machine Trades Occupations

39. __Setting up and operating turning, milling, planing, boring or sawing machines
40. __Repairing machines, engines, motors or other power equipment
41. __Operating printing press
42. __Repairing watches, cameras, jewelry, radios, or electronic equipment
43. __Selecting colors, blending, and applying paints
44. __Making or repairing furniture, cabinets, houses, and wooden buildings

Form 6. (Continued)

Bench Work Occupations

45.__Doing fabrication, assembly, and repair of metal products
46.__Doing fabrication and repair of scientific and medical apparatus, photographic and optical goods, watches and clocks
47.__Doing assembly and repair of electrical appliances, radios, T-V, coils, motors, batteries

Structural Work Occupations

48.__Doing metal fabricating and riveting, welding and sheet metal or boiler work
49.__Repairing and painting auto bodies
50.__Doing electrical wiring installation or repair
51.__Doing carpentry, insulation, and roofing work
52.__Laying bricks, tile, or concrete blocks
53.__Fixing pipe, drains or faucets
54.__Doing painting, plastering and cementing
55.__Operating hoisting, conveying equipment, or excavating equipment

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Miscellaneous Occupations

56.__Operating trucks, buses, taxis, planes, or boats for transportation
57.__Packing, hauling, and moving
58.__Drilling oil, gas, sulfur, water wells
59.__Doing logging
60.__Operating generators, and power distribution facilities
61.__Operating movie projectors, T-V or theatrical equipment
62.__Doing graphic art work, blueprinting or books
63.__Drawing or stenciling posters and signs
64.__Developing and printing pictures
65.__Other work: (state): _____

66.__Other:_____

NAME: _____

ORGANIZATION: _____

BUSINESS ADDRESS: _____

BUSINESS PHONE: _____

VITAL CAREER INFORMATION CENTER

LOUISIANA STATE DEPARTMENT OF EDUCATION
421 NORTH STREET P. O. BOX 44064
BATON ROUGE, LOUISIANA 70804

VOCATIONAL INFORMATION TECHNIQUES APPLIED LOCALLY

VOCATIONAL INFORMATION TECHNIQUES APPLIED LOCALLY

FORM 7--LETTER

SUGGESTED FORM LETTER TO BE USED IN SECURING APPROPRIATE RESOURCE PERSONS FOR LISTING IN THE VITAL CAREER RESOURCES INFORMATION DIRECTORY FOR SCHOOLS*

Your cooperation is requested in a project to secure resource persons who will aid the schools in the career information program. Resource persons are people who can "teach" our children about careers from the "textbook of their work experiences." They are persons who can help boys and girls find out things they need and want to know about careers, and who can help them learn "how and why" to do the things they need and want to be able to do. Resource persons have a wealth of career information, knowledges, skills, abilities, and experiences that can be shared with students beyond what is learned from books and in the classroom.

You can help us by completing and returning the "Resource Persons and Materials Inventory."[1] A copy is for you, to keep for reference. As a successful person in your field of work you can make a valuable contribution to the career education of students by sending the completed form to us.

After you return the form we will make a record of how your career experiences fit into the occupational types which occur in the regional businesses, industries, professional, and governmental organisations. We will also list the types of occupational information and materials you can provide, such as talks on the descriptions, duties, requirements and benefits of specific occupations; audio-visual aids, reading material, programmed data, and resource materials you can loan or furnish; interviews, worker observations, and on-site visitations you can provide. Later on, we will make a Career Resource Persons Directory containing the above type of information for all the careers of resource persons from whom we receive forms. The use of resource persons will be controlled.

We are asking all persons who are willing and able to serve as resource persons to fill out a form so no one person will be overburdened. You can help assure the success of our children having the best career information and education program by completing and returning the form now. Thank you for your cooperation.

Yours very sincerely,

*

[1] Please fill in as much of the form as you can and state when and where you are available.

*Can be issued by administrator, principal, teacher, counselor, club leader, advisory committee member; business, industrial, civic, service, or gorvernmental organization official

The VITAL Project is co-sponsored by the Louisiana State Department of Education and School Boards of the following Parishes: Ascension, East Baton Rouge, East Feliciana, Iberville, Livingston, Pointe Coupee, St. Helena, West Baton Rouge, West Feliciana.

VITAL CAREER INFORMATION CENTER
P. O. BOX 44064, CAPITOL STATION,
BATON ROUGE, LOUISIANA 70804
FORM 7A

RESOURCE PERSONS AND MATERIALS INVENTORY FORM

Students want to know what career opportunities and requirements occur in our local area. You can make a valuable contribution toward the career guidance and education of students by serving as a resource person. Please complete this form so we can know you better and how you can best assist students in an advisory capacity. You will have the satisfaction of knowing that the data you provide will be used for the benefit of students, teachers, counselors and others interested in career information. Please return the completed form to the VITAL Career Information Center at the above address. Thank you for your cooperation.

1. Name: _____ ;
Last First Middle

2. Title of Position or Occupation: _____ ;

3. Brief Description of Work Done: _____ ;

4. Name of Business, Industry, or Organization By Which Employed: _____

_____ ;

5. Business Address: (Street No. and Name) _____ ; (P.O.Box) _____ ;

(City) _____ ; (Parish) _____ ; (Zip) _____ ;

6. Business Phone: _____ ; 7. Building: _____ ; (Room No.) _____ ;

8. Other Jobs I have held: (a) _____ ; (b) _____ ;

(c) _____ ; (d) _____ ; (e) _____ ;

9. Career Fields I Can Tell and Show Things About: (a) _____ ;

(b) _____ ; (c) _____ ;

10. The Kinds of Occupational Information and Materials I Can Talk About, Show and/or Provide:
(a) Information: (Check) ☐ Job Duties, ☐ Pay, Benefits, ☐ Employment Demand, ☐ Job Descriptions, ☐ Entry Requirements, ☐ Advancement. ☐ Future Outlook ;

(b) Audio-Visual Aids: ☐ Films, ☐ Pictures, ☐ Transparencies, ☐ Other: ☐ Charts, ☐ Displays, ☐ Filmstrips, ☐ Slides, ☐ Recordings, _____

(c) Reading Material: ☐ Bibliographies, ☐ Job Descriptions, ☐ Personnel Handbook, ☐ Books, ☐ Booklets, ☐ Directories, ☐ Periodicals. ☐ Train. Manual, ____ ;

(d) Programmed Data:
☐ Printouts from Data Processed Information on Jobs, Training; ☐ Other: _____ ;

(e) Resource Materials: ☐ Equipment Operated, ☐ Example, Services Rendered, ☐ Articles Handled/Sold, ☐ Model(s), ☐ Sample(s), Products, ☐ Tools Used; _____ ;

11. Method(s) of Presentation: (Check) ☐ Demonstration, ☐ Discussion, ☐ Talk, ☐ Other: (State) _____ ;

12. Equipment I will supply for Presentation: ☐ Projector, ☐ Screen, ☐ Sound System, ☐ Other: (State) _____ ;

13. Equipment I will need for Presentation: ☐ Projector, ☐ Screen, ☐ Sound System, ☐ Other: (State) _____ ;

14. Facilities I will need: ☐ Room (Size) _____ ; ☐ Auditorium (Size) _____ , ☐ Other: (State) _____ ;

15. Teacher/Student Preplanning Needed: ☐ Related Instruction, ☐ Teacher Visit Firm , ☐ Other: (State) _____ ;

16. Follow-up Activities or Other Help I can Provide after Presentation: (State) _____
_____ (OVER).

17. I will make arrangements at my place of business or organization for: (Check)
(a) ☐ Interviews, by appointment as a consultant on: _____;
(b) ☐ On-site Visitations of: (State Parts of Organization): _____,
(State Occupations of Workers): _____;
(c) ☐ Observation of Individual Worker by a Student Interested in Entering a Specific Job _____;
(d) ☐ Other Activities: _____;

18. In making arrangements for interviews, visitations, observations and presentations I prefer:
(a) Advance notice of ☐ days ; (b) By: ☐ Phone, ☐ Letter, ☐ In Person, ☐ Other: _____.
(c) For participation by: ☐ Students, Grades: ☐ through ☐ ; ☐ Teachers;
☐ Counselors; ☐ Parents; ☐ Others: _____
(d) Size of Group- ☐ ; (e) Month(s) of Year: J F M A M J J A S O N D ;
(f) Day(s) of Week: M T W T F S S ; (g) Hours of Day: 8 9 10 11 12 1 2 3 4 5;
(h) Place of Assembly or Meeting: _____;
(i) Restrictions: _____;

19. My Special Interest Areas: _____;

20. My Talents or Special Skills: _____;

21. Hobbies I can Share Information About: _____;

22. Unique Experiences I Have Had During Work Life (Career Related): _____;

23. Accomplishments, Honors, Awards, or Recognitions Earned: _____;

24. Organizations I belong to, Committees I am on, and Activities Participated In:

(a) ORGANIZATIONS	(b) COMMITTEES/OFFICES	(c) ACTIVITIES

25. Books, Reports, Articles, or Papers written/ published:
(a) _____
(b) _____;

26. I have lived here ☐ years. Before this I lived ☐ years in other places, including: _____;

27. My education and traininghave been mainly in the field(s) of: _____,
Obtained at: _____,
For Which I Received A: _____.

28. Date Form Was Completed: _____; Signed: _____.

1-3-73 S

FORM 7B

_____
SCHOOL

RESOURCE PERSONS FORM

Students want to know what career opportunities and requirements occur in our local area. You can make a valuable contribution toward the career guidance and education of students by serving as a resource person. Please complete this form so we can know you better and how you can best assist students in an advisory capacity. You will have the satisfaction of knowing that the data you provide will be used for the benefit of students, teachers, counselors, and others interested in career information. Please return the completed form to your school counselor. Thank you for your cooperation.

1. Name: _____:
   Last First Middle

2. Title of Position or Occupation: _____:

3. Brief Description of Work Done: _____:

4. Name of Business, Industry, or Organization By Which Employed: _____:

5. Business Address:(Street No. and Name) _____;(P.O.Box) _____:

   (City) _____;(Parish) _____(Zip) _____:

6. Business Phone: _____;7. Building: _____(Room No.) _____:

8. Other Jobs I have held: (a) _____;(b) _____:

9. Career Field I Can Tell and Show Things About: (a) _____;

10. The Kinds of Occupational Information and Materials I Can Talk About, Show and/or Provide:
    (a) Information: (Check) /__/Job Duties, /__/Pay, Benefits,/__/Employment Demand, /__/Job Descriptions,/__/Entry Requirements,/__/Advancement, /__/Future Outlook :

    (b) Audio-Visual Aids: /__/Films, /__/Pictures,/__/Transparencies,/__/Other: /__/Charts, /__/Displays, /__/Filmstrips, /__/Slides, /__/Recordings, _____

    (c) Reading Material: /__/ Bibliographies, /__/Job Descriptions,/__/Personnel Handbook, /__/Books, /__/Booklets, /__/Directories,/__/Periodicals, /__/Training Manual, _____:

    (d) Resource Materials: /__/ Equipment, /__/Example, Services Rendered /__/ Articles Sold /__/ Sample(s), Products, /__/Tools Used; _____:

11. Method(s) of Presentation: (Check) /__/ Demonstration, /__/ Discussion, /__/ Talk, /__/Other: (State) _____

12. I will need the following equipment for my presentation: _____

_____

_____

73/10/218

Resource Persons Form
(Continued)

13. I will make arrangements at my place of business or organization for: (Check)
(a) Interviews _____Yes, _____No

(b) On-site Visitations _____Yes, _____No

(c) Observation of Individual Worker by a Student Interested in Entering a Specific Job

_____Yes, _____No

(d) Other Activities: _____Yes, _____No

14. My Special Interest Areas: _____;

15. My Talents or Special Skills: _____;

16. Hobbies I can Share Information About: _____;

17. Organizations I belong to, Committees I am on, and Activities Participated In:

(a) ORGANIZATIONS	(b) COMMITTEES/OFFICES	(c) ACTIVITIES

18. My training has been mainly in the field(s) of: _____

_____

19. Unique Career Experiences I have had: _____

_____

_____

20. Other Comments: _____

_____

_____

21. This information on this form may be printed in a Community Resource Directory. Would you be willing to be a resource in other schools throughout the parish? _____Yes _____No.

Date Form Was Completed: _____;Signed: _____.

VITAL CAREER INFORMATION CENTER
P. O. BOX 44064, CAPITOL STATION,
BATON ROUGE, LOUISIANA 70804

PROJECT VOLUNTEER

VOLUNTEER

NAME

120A

From: PROJECT VOLUNTEER

ROOM 703 / 211 CAMP ST.
NEW ORLEANS, LA 70130

PROJECT VOLUNTEER

Join the Ranks of Involved People!

PROJECT VOLUNTEER is designed to help you zero in on YOUR area of interest, taking YOUR available time and YOUR special skills into full consideration. Specifically PROJECT VOLUNTEER is a free computerized system to match your background and your interest as a citizen volunteer with the needs of community service agencies in the _____ Area. For you to receive the most benefits from this program you must be SPECIFIC, particularly in the area of your interests and be as COMPLETE as you can throughout the questionnaire.*

Project Volunteer

A computerized system to match the interests and backgrounds of citizen volunteers with the needs of community service agencies.

CC	
1 -5	_____ Code
6	_ Card Number
7 -12	_____ Date
13-14	__ Reference
14-16	__ Accepted

Name _____

Home Address _____

_____

Telephone No. _____

Occupation _____

Employer _____

Standard Industrial Classification Code: _____

Business Address _____

_____

Business Phone _____

FORM 7C

Please list social and service organizations of which you are now a member:

_____

_____

_____

_____

_____

* This can supplement the "VITAL Resource Persons and Materials Inventory Form"

Section VI

17-18 - Your age _____

In the space provided for each question, enter the appropriate number which best describes you:

19___Sex

1 - Male
2 - Female

20___Marital Status:

1 - Married
2 - Single
2 - Separated
2 - Divorced
2 - Widowed

21___Race:

1 - White
2 - Black
3 - Other (specify) _____

22___Do you have use of a personal car?

0 - No
1 - Yes

120B

23___Religion:

0 - Non-denominational
1 - Protestant
2 - Catholic
3 - Jewish
4 - Other (specify) _____

24___Are you interested in working with a religious organization?

0 - No
1 - Yes
(If yes, enter an "X" next to the one closest to your interests)

25___Non-denominational
26___Protestant
27___Catholic
28___Jewish
29___Other (specify) _____

Section V2. Enter an "X" for yes. Leave blank for no.

30___Is work not involved directly with people acceptable?

Indicate "X" for all groups which you will be willing to work with.

With what cultural or racial group(s) would you be willing to work?

31___Any racial groups
32___Very predominately white
33___Very predominately black
34___Mixed
35___Other _____

For which of the following age group(s) would you prefer to do volunteer work?

36___All age groups
37___Very young (less than 5 years of age)
38___Children (5-12 years)
39___Young adults (13-20 years)
40___Adults (21 years and older)
41___Elderly

What times would you usually be available for volunteer service?

42___Almost any time
43___Weekday morning
44___Weekday afternoon
45___Weekday night
46___Saturday (day)
47___Sunday (day)

Section V3. Fill blank at beginning of question with appropriate number.

48___How often would you be available for volunteer service?

1 - Spot job or on call
2 - Once per month
3 - Every two weeks
4 - Once per week
5 - More than once a week

49___About how many hours per "shift" would you be available?

1 - 1 to 2 hours
2 - 3 to 5 hours
3 - 6 to 8 hours
4 - Over 8 hours

50___How long have you been a resident of the_____Area?

1 - 1 year or less
2 - 2 years
3 - 3 years
4 - 4 years
5 - 5 years
6 - 6 to 10 years
7 - 11 to 15 years
8 - more than 20 years

51__On how many boards have you served?

0 - None
1 - One
2 - Two
3 - Three
4 - Four
5 - Five or more

52__Amount of education you have completed:

1 - Less than 8th Grade
2 - Through 8th Grade
3 - Through 12th Grade
4 - Some College
5 - Junior College Graduate
6 - BA or BS
7 - Graduate Degree

Section V4 - Please "X" all appropriate responses in each group:*

Have you had formal or vocational training in any of the following general areas?

53__Building trades
54__Electronics (electrical)
55__Finishing crafts
56__Graphic arts
57__Mechanics (service and general)
58__Metal trades
59__Woodworking
60__Secretarial skills
61__Sewing
62__Other (specify) _____

1206

If you have received a Bachelor's or Junior College Degree, what was (were) your major field(s)?

63__Business
64__Education
65__Engineering
66__Home Economics
67__Performing Arts
68__Pre-Med, Nursing or related fields
69__Social Science
70__Social Work
71__Science
72__Humanities/Liberal Arts
73__Other (specify) _____

If you have received a graduate degree, what was your major field?

74__Business
75__Education
76__Engineering
77__Performing Arts

* This information can be related to the Dictionary of Occupational Titles "Occupational Categories, Divisions,

78__Medical (specify) _____
79__Social Science
80__Social Work
6 2 (For keypunch use only)
7__Sciences
8__Law
9__Humanities/Liberal Arts
10__Other (specify) _____

In which of the following areas have you had prior volunteer service experience?

11__Direct service with people, groups or individuals
12__Indirect service, such as administrative
13__Working with things, or using manual abilities
14__Fund raising

If you have had prior volunteer service, in what general field(s) was it?

15__Cultural activities
16__Economic development
17__Education
18__Youth programs
19__Governmental, foreign or metropolitan affairs
20__Health
21__Human relations
22__Recreation or sports
23__Social service
24__Beautification and/or ecologically oriented
25__Other (specify) _____

In what language(s), other than English, do you have conversational proficiency?

26__Spanish
27__French
28__German
29__Italian
30__Chinese
31__Japanese
32__Other (specify) _____

Section V5. Please indicate by an "X" if you have skills in any of the following*

Skills in sports

33__Camping
34__Hiking

* This information can be related to the VITAL "Hobbies and Leisure Time Activities" form.

Groups

35__Baseball
36__Football
37__Basketball
38__Volley Ball
39__Bowling
40__Fishing
41__Golf
42__Tennis
43__Swimming
44__Track
45__Other sports (specify) _____

Art Skills

46__Sculpture, Pottery
47__Dancing (ballet, tap, social or prof.)
48__Drawing, painting
49__Instrumental music (specify) _____
50__Vocal music
51__Theatre arts
52__Modeling, grooming, personal hygiene
53__Reading aloud
54__Musical appreciation
55__Other arts (specify) _____
56__Home crafts (needlework, decoupage, knitting, etc.)
57__Handicrafts (woodworking, metal working, do-it-yourself, etc.)
58__Home decorating
59__Gardening
60__Cooking
61__Flower arrangement
62__Sewing
63__Auto repairing
64__Other home crafts (specify) _____

Hobby Skills

65__Magic
66__Stamp collecting
67__Coin, doubloon collecting
68__Rock collecting
69__Photography
70__Bird watching
71__Chess
72__Bridge
73__Square and round dancing
74__Other hobby skills (specify) _____
75 NC (For keypunch use only)

120D

Technical Skills *

6 3 (For keypunch use only)
7___Bookkeeping
8___Academic Tutoring
9___Salesmanship
10___Typing
11___Public speaking
12___Creative writing
13___Library - bookbinding
14___Keypunching
15___Other technical skills (specify)_____

Section V6. In which of the following possible types of service would you be interested? **

16___Work with the physically sick
17___Work on civic projects
18___Teach groups how to do something
19___Deal with numbers and figures
20___Teach or utilize handicraft skills
21___Serve on an agency board
22___Public speaking
23___Handle correspondence
24___Organize activities of others
25___Teach an individual how to do something
26___Telephoning
27___Work in the area of ecology
28___Visit and encourage a lonely person
29___Fund raising
30___Serve in an agency administration

Section V7. In which of the following fields would you like to do volunteer work? ***

31___Performing for individuals or groups for instruction, entertainment or therapy
32___Working for a cultural agency in a clerical, research or writing capacity
33___Fund raising for a cultural organization
34___Serving on the board of a cultural agency

Economic development

35___Bringing new business and industry to _____

36___Assisting minority businessmen
37___Serving on the board of an organization devoted to advancing economic development

* Relate to VITAL "Talents and Special Skills" form
** Relate to VITAL "How Can Your Human Resources Be Fully Used" form
*** Related to VITAL "Knowledges and Skills Needed in Occupation" form

Education

38___Assisting with the education of individuals or groups in a special subject or skill
39___Working for an educational institution in a clerical, research or writing capacity
40___Serving on the board of an organization devoted to the advancement of education

Foreign Affairs

41___Helping in offices that are involved in foreign affairs
42___Serving as an interpreter or translator
43___Entertaining foreign visitors
44___Serving on the board of an organization devoted to the advancement of foreign affairs

Governmental or Metropolitan _____ Affairs

45___Working with a neighborhood improvement association
46___Participating in groups working toward improving interparish affairs
47___Helping in the preservation of local landmarks
48___Serving on the board of a specific agency or organization devoted to advancement of_____affairs

120E

Health

49___Working directly with people with health problems
50___Working in a health agency or institution in a clerical, research or writing capacity
51___Fund raising for a health organization
52___Serving on the board of a specific health agency or organization devoted to the advancement of health

Human Relations

53___Working with group to develop better black-white relationships
54___Working in an office whose primary concern is human relations
55___Serving on the board of an organization devoted to human relations

Recreation and Sports

56___Helping to teach leisure-time activities to individuals or groups
57___Working as a coach or assistant coach in a sport
58___Assisting in the recreation field in an administrative position
59___Serving on the board of a specific recreational agency

60___Working with an individual young person
61___Working with a group of young people
62___Working in an administrative position of an organization dealing with youth
63___Serving on the board of a specific agency or organization devoted to the the betterment of youth

Social Service

64___Working with individuals, families or groups to meet physical and emotional needs
65___Working for a social service agency in a clerical, research or writing capacity
66___Fund raising for a particular social agency or a federated campaign
67___Serving on the board of a specific social service agency

Beautification or ecologically oriented projects

68___Family planning, population planning
69___Working on projects to physically improve or beautify neighborhoods
70___Working on air, water or waste pollution problems
71___Serving on the board of a specific agency or organization devoted to the advancement of beautification or ecology

• • •

72___Is it necessary that your service be performed in an area close to your own neighborhood?

1 - Yes 2 - No

73-74 _____Your Zip Code

Section V8. If you have any comments you wish to make, please do so:

_____

_____

_____

_____

8 8 8 End Code

PROJECT VOLUNTEER*

A computerized system to match the background and interests of citizen volunteers with the needs of community service agencies.

AGENCY REQUEST

Through the use of this Request you will be able to enlist the help of "pre-screened" volunteers who are specifically interested in YOUR area and who will best satisfy YOUR needs and qualifications. However, for greatest effectiveness, it is very important that you keep the following hints in mind:

1. **Be as specific as possible.** Your Request is in "competition" with all other Requests. Even though a volunteer may satisfy a number of Requests, top priority is given to the Request that most closely and completely matches his qualifications.
2. **Complete as much of the Request as possible.** Because of the matching system used, it is best to be as complete as possible.
3. **Use additional Requests for different types of volunteers.** Because you must generalize to include different types, you will penalize yourself. Three different Requests for two volunteers each has a better chance of being satisfied than one Request for six people.

120F

AGENCY REQUEST FORM

CC

1-3 _____ Agency(SIC) Agency _____

4-5 _____ Request Address _____

6 _____ Card _____

7-12 _____ Date _____

Telephone _____

Name of Contact _____

Title _____

* This can be used to supplement the "VITAL Resource Persons and Materials Inventory Form"

General nature of volunteer work to be done: _____

_____

_____

_____

How many volunteers with the qualifications indicated below can you effectively use at this time? _____

This request should be kept in effect:

Until cancelled_____

For ___ months

Other comments: _____

_____

_____

_____

_____

_____

15-16_____Youngest age acceptable

17-18_____Oldest age acceptable

Fill in appropriate number for each group which best describes the volunteer characteristics desired: _____

19 ___ Sex

0 - Of no significance
1 - Male
2 - Female

20 ___ Marital status:

0 - Of no significance
1 - Married
2 - Single
3 - Separated, Divorced or Widowed

21 ___ Race:

0 - Of no significance
1 - White
2 - Black
3 - Other (specify) _____

22 ___ Use of personal car:

0 - Of no significance
1 - Required

23 ___ Religion

0 - Of no significance
1 - Protestant
2 - Catholic
3 - Jewish
4 - Other (specify) _____

24 ___ Do you require a volunteer for religious work?

0 - No
1 - Yes

If yes, indicate the appropriate denomination with a 1.

25 ___ Non-denominational
26 ___ Protestant
27 ___ Catholic
28 ___ Jewish
29 ___ Other (specify)_____

120G

For each possibility enter a check (✓) in the space if choice is appropriate.

30 ___ Volunteer will work directly with people

If yes, for what cultural or racial groups(s) will this volunteer service be performed?

31 ___ Any race group
32 ___ Very predominately white
33 ___ Very predominately black
34 ___ Spanish speaking
35 ___ Other

For what age group(s) will this volunteer service be performed?

36 ___ All age groups
37 ___ Very young (less than 5 years of age)
38 ___ Children (5-12 years)
39 ___ Young adults (13-20)

40 ___ Adults (21 and older)
41 ___ Elderly

When would the volunteer's service be performed?

42 ___ Almost any time volunteer is available
43 ___ Weekday morning
44 ___ Weekday afternoon
45 ___ Weekday night
46 ___ Saturday (day)
47 ___ Sunday (day)

Fill in the blank at beginning of question with appropriate number.

48 ___ How often should the volunteer be available?

0 - Of no signifinance
1 - Spot job or on call
2 - Once per month
3 - Every two weeks
4 - Once per week
5 - More than once a week

49 ___ How many hours per "shift" would be required?

1 - 1 to 2 hours
2 - 3 to 5 hours
3 - 6 to 8 hours
4 - Over 8 hours

50 ___ How long should the volunteer have been a resident of the_____ Area?

0 - Of no significance
1 - 1 year
2 - 2 years
3 - 3 years
4 - 4 years
5 - 5 years
6 - 6 to 10 years
7 - 11 to 15 years
8 - 16 to 20 years
9 - more than 20 years

51 ___ On how many boards should the volunteer have served?

0 - Of no significance
1 - 1
2 - 2
3 - 3
4 - 4
5 - 5 or more

52 ___ Amount of education necessary:

0 - Of no significance
1 - Less than 8th grade
2 - Through 8th grade
3 - Through 12th grade
4 - Some college
5 - Junior college graduate
6 - BA or BS
7 - Graduate degree

For each possibility in each group do one of the following: *

Enter 0 or leave blank if of no significance
Enter 1 if required
Enter 2 if not required, but desirable

Vocational training of volunteer:

53 ___ Building trades
54 ___ Electronics (electrical)
55 ___ Finishing crafts
56 ___ Graphic arts
57 ___ Mechanics (service and general)
58 ___ Metal trades
59 ___ Woodworking
60 ___ Secretarial skills
61 ___ Sewing
62 ___ Other (specify) _____

Bachelor's or junior college degree in:

63 ___ Business
64 ___ Education
65 ___ Engineering
66 ___ Home Economics
67 ___ Performing Arts
68 ___ Pre-Med, Nursing or related fields
69 ___ Social Science
70 ___ Social Work
71 ___ Science
72 ___ Humanities/Liberal Arts
73 ___ Other (specify) _____

Graduate Degree in:

74 ___ Business
75 ___ Education
76 ___ Engineering
77 ___ Performing Arts
78 ___ Medical (specify)
79 ___ Social Science
80 ___ Social Work
7 ___ Sciences
8 ___ Law
9 ___ Humanities/Liberal Arts
10 ___ Other (specify) _____

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* This information can be related to the Dictionary of Occupational Titles "Occupational Categories, Divisions, and Groups"

Areas of prior volunteer service:

11 ___ Direct service with people, groups or individuals
12 ___ Indirect service, such as administrative
13 ___ Working with things, or using manual abilities
14 ___ Fund raising

Fields of prior volunteer service:

15 ___ Cultural activities
16 ___ Economic development
17 ___ Education
18 ___ Youth programs
19 ___ Government, foreign or metropolitan affairs
20 ___ Health
21 ___ Human relations
22 ___ Recreation or sports
23 ___ Social service
24 ___ Beautification and/or ecologically oriented
25 ___ Other (specify) _____

Conversational proficiency in a language other than English

26 ___ Spanish
27 ___ French
28 ___ German
29 ___ Italian
30 ___ Chinese
31 ___ Japanese
32 ___ Other (specify)

For each possibility, enter a check if skill is desired. Otherwise leave blank.*

Skill in sports

33 ___ Camping
34 ___ Hiking
35 ___ Baseball
36 ___ Football
37 ___ Basketball
38 ___ Volleyball
39 ___ Bowling
40 ___ Fishing
41 ___ Golf
42 ___ Tennis
43 ___ Swimming
44 ___ Track
45 ___ Other sports (specify)_____

* This information can be related to the VITAL "Hobbies and Leisure Time Activities" form

Art Skills

46 ___ Sculpture, Pottery
47 ___ Dancing (ballet, tap, social or prof.)
48 ___ Drawing, painting
49 ___ Instrumental music (specify)
50 ___ Vocal music
51 ___ Theatre arts
52 ___ Modeling, grooming, personal hygiene
53 ___ Reading aloud
54 ___ Musical appreciation
55 ___ Other arts (specify)_____

Home Craft skills

56 ___ Home crafts (needlework, decoupage, knitting, etc.)
57 ___ Handicrafts (woodworking, metal working, do-it-yourself, etc.)
58 ___ Home decorating
59 ___ Gardening
60 ___ Cooking
61 ___ Flower arranging
62 ___ Sewing
63 ___ Auto repairing
64 ___ Other home crafts (specify) _____

L201

Hobby skills

65 ___ Magic
66 ___ Stamp collecting
67 ___ Coin, doubloon collecting
68 ___ Rock collecting
69 ___ Photography
70 ___ Bird watching
71 ___ Chess
72 ___ Bridge
73 ___ Square and round dancing
74 ___ Other hobby skills (specify) _____

Technical skills *

7 ___ Bookkeeping
8 ___ Academic Tutoring
9 ___ Salesmanship
10 ___ Typing
11 ___ Public speaking
12 ___ Creative writing
13 ___ Library - book binding
14 ___ Keypunching
15 ___ Other technical skills (specify) _____

* Relate to the VITAL "Talent and Special Skills" form

Possible types of service **

16 ___ Work with the physically sick
17 ___ Work on civic projects
18 ___ Teach groups how to do something
19 ___ Deal with numbers and figures
20 ___ Teach or utilize handicraft skills
21 ___ Serve on an agency board
22 ___ Public speaking
23 ___ Handle correspondence, mailouts and envelope stuffing
24 ___ Organize activities of others
25 ___ Teach on individual how to do something
26 ___ Telephoning
27 ___ Work in the area of conservation or ecology
28 ___ Visit and encourage a lonely person
29 ___ Fund raising
30 ___ Serve on an agency administration sub-committee

In what fields would this volunteer's services be required?
(Check all that apply.) ***

Cultural activities

31 ___ Performing for individuals or groups for instruction, entertainment or therapy
32 ___ Working for a cultural agency in a clerical, research or writing capacity
33 ___ Fund raising for a cultural organization
34 ___ Serving on the board of a specific cultural agency or an organization devoted to advancing culture at large

Economic development

35 ___ Bringing new business and industry to _____

36 ___ Offering advice and assistance to minority businessmen
37 ___ Serving on the board of a specific agency or an organization devoted to advancing economic development at large

Education

38 ___ Assisting with the education of individuals or groups in a special subject or skill
39 ___ Working for an educational institution in a clerical, research or writing capacity, or assisting the library staff
40 ___ Serving on the board of a specific educational institution or an organization devoted to the advancement of education

** Relate to the VITAL "How Can Your Human Resources Be Fully Used" form, also

*** Relate to the VITAL "Knowledges and Skills Needed in an Occupation" form

Foreign affairs

41 ___ Helping in offices that are involved in foreign affairs
42 ___ Serving as an interpreter or translator
43 ___ Entertaining foreign visitors
44 ___ Serving on the board of a specific agency or organization devoted to the advancement of foreign affairs

Government or Metropolitan _____ affairs

45 ___ Working with a neighborhood improvement association
46 ___ Participating in groups working towards improving inter-parish affairs
47 ___ Helping in the preservation of local landmarks
48 ___ Serving on the board of a specific agency or organization devoted to advancement of_____ affairs

Health

49 ___ Working directly with people with health problems
50 ___ Working in a health agency or institution in a clerical, research or writing capacity
51 ___ Fund raising for a health organization
52 ___ Serving on the board of a specific health agency or organization devoted to the advancement of health

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Human relations

53 ___ Working with group to develop better black-white relationships
54 ___ Working in an office whose primary concern is human relations
55 ___ Serving on the board of a specific agency or organization devoted to the advancement of human relations

Recreation and sports

56 ___ Helping to teach leisure-time activities to individuals or groups
57 ___ Working as a coach or assistant coach in a sport
58 ___ Assisting in the recreation field in an administrative position
59 ___ Serving on the board of a specific recreational agency or organization devoted to the advancement of recreation and sports

Youth program

60 ___ Working with an individual young person
61 ___ Working with a group of young people
62 ___ Working in an administrative position of an organization dealing with youth
63 ___ Serving on the board of a specific agency or organization devoted to the betterment of youth

Social service

64 ___ Working with individuals, families or groups to meet physical and emotional needs
65 ___ Working for a social service agency in a clerical, research or writing capacity
66 ___ Fund raising for a particular social agency or a federated campaign
67 ___ Serving on the board of a specific social service agency or organization devoted to the advancement of social services

Beautification or ecologically oriented projects

68 ___ Family planning, population planning
69 ___ Working on projects to physically improve or beautify neighborhoods
70 ___ Working on air, water or waste pollution problems
71 ___ Serving on the board of a specific agency or organization devoted to the advancement of beautification or ecology
72 XXX

73 ___ Zip Code of Agency _____

VITAL CAREER INFORMATION CENTER
P. O. BOX 44064, CAPITOL STATION,
BATON ROUGE, LOUISIANA 70804

FORM 8.

RESOURCE PERSONS AND ON-SITE VISITS RECOMMENDED FOR CAREER INFORMATION DIRECTORY

1. PERSON COMPLETING FORM:_____; 2. TITLE:_____; 3. SUBJECT AREA(S)_____;

4. GRADE LEVEL(S)_____; 5. SCHOOL:_____; 6. ADDRESS:_____; 7. DATE:_____

INSTRUCTIONS: Please fill in the appropriate information in the spaces below for resource persons and on-site visits that you recommend as being helpful in career guidance and education programs. The information you furnish will be useful in the compiling of a Career Information Directory for school use. As soon as you have completed the form return it to the person coordinating the gathering of this information in your school for the VITAL Center.

RESOURCE PERSONS

8. NAME OF RESOURCE PERSON	9. POSITION	10. ORGANIZATION	11. ADDRESS	12. PHONE	13. OCCUPATIONAL OR CAREER AREA(S)	14. METHOD(S) OF PRESENTATION
Example: John Dowe	President	Community Bank	Room 11, Com. Bk. Bld. 1000 Center St., City	224-5678 224-5679	banking services, accounting, machines, jobs from janitor to president	16 mm film, charts, discussion, questions

ON-SITE VISITS

15. NAME OF ORGANIZATION VISITED	16. ADDRESS	17. CONTACT PERSON/TITLE	18. PHONE	19. OCCUPATIONS OBSERVED	20. MATERIALS/ PROCESSES/ ACTIVITIES/ SERVICES
Example: Community Bank	Community Bank Building, 1000 Center St., City	John Dowe, President	224-5678 224-5679	janitor, messenger, cashier, teller, mch. opr, secty., pres.	Traced steps go through with deposits, loans, checks

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VITAL CAREER INFORMATION CENTER
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BATON ROUGE, LOUISIANA 70804

FORM 9.

OCCUPATIONAL INFORMATION REPORTING AND EVALUATING FORM

Please complete this form on the types of occupational information or materials that you believe are useful for career guidance and education. The data you supply will be used in compiling a resource materials bibliography for use in the schools. After you have finished filling in all the information you can on each piece of information or material, please rate these on the rating scale. An example is given. Return the form to the survey coordinator for the Center.

I. GUIDE FOR LISTING TYPES OF OCCUPATIONAL INFORMATION OR MATERIAL: (Please use this guide to classify the types of occupational information and material listed in "K")

A. AUDIO-VISUAL AIDS: chart, display, film (movie), filmstrip, microfilm, photograph, slide, transparency, TV/Video tape, recordings: cassette, record, reel; other

B. PUBLISHED MATERIALS: autobiography, biography, career fiction, directory, job:description, cluster, family; jobs in firm, class; periodical, manual, handbook, etc.

C. PROGRAMMED INSTRUCTION/ DATA PROCESSED MATERIAL: Print-outs on careers from data processed information; student inventory, records, follow-up, other survey data

D. RESOURCE MATERIALS: articles handled/sold, artifacts/objects acquired, equipment: operated, mock-up, model, simulated; products produced, service rendered, tools

II DESCRIPTIONS OF OCCUPATIONAL INFORMATION OR MATERIAL AND EVALUATION: (Please give as much information as you can for each piece, then rate these on rating scale.)

A. ITEM NUMBER	B. TITLE OR NAME OF INFORMATION OR MATERIAL	C. AUTHOR OR RESOURCE PERSON	D. PUBLISHER, PRODUCER OR SOURCE	E. ADDRESS OF SOURCE	F. COPYRIGHT/ ISSUE DATE	G. LENGTH/ SIZE/SPEED	H. PICTURES		I. GRADE LEVELS
							COLOR	BLK & WHT	
Example X	"The Banking Business"	Mr. John Dowe, Pres. Community Bank	Community Bank	Community Bank Bldg. 1000 Center St., City	Jan., 1973	50 pages	✓		5th - up
1.									
2.									
3.									
4.									

J. COST	K. GROUP CLASSIFICATION AND TYPE		L. PERSONS TO WHOM USEFUL						M. OCCUPATIONS, CAREERS, UNITS TO WHICH RELATED	N. VALUE		O. RATING SCALE (Evaluate)				
			Stdnt.	Prnt.	Tchr.	Cnslr.	Libr.	Admin.		Advantages	Disadvantages	Very Good	Good	Average	Below Avg.	Inferior-Poor
Example: None	Published Matr.	Jobs in firm	✓	✓	✓	✓	✓	✓	All jobs in bank-janitor, messenger to president; economics unit	Local, current, valid, complete	Only covers one establishment		✓			
X.																
1.																
2.																
3.																
4.																

III. PERSON COMPLETING FORM: _____; TITLE: _____; SUBJECT AREA(S) _____;

GRADE LEVEL(S) _____; SCHOOL: _____; ADDRESS: _____; CITY: _____;

ZIP: _____; PHONE: _____; DATE: _____.

7-11-73

VITAL CAREER INFORMATION CENTER
P. O. BOX 44064, CAPITOL STATION,
BATON ROUGE, LOUISIANA 70804

FORM 10

OCCUPATIONAL INFORMATION REPORTING AND EVALUATING FORM

Please complete a separate copy of this form for each type of occupational information or material that you use or can rate. Check the appropriate category and fill in the information requested below. Then, rate the material on the back of this sheet. Please return the completed form to the coordinator and the VITAL Career Information Center at the above address. The information you supply on the form for each piece of material will be used in compiling a resource materials bibliography to use in career guidance and education.

I. TYPE OF OCCUPATIONAL INFORMATION OR MATERIAL (Check)

A. AUDIO-VISUAL AIDS:

- ☐ CHART
- ☐ DISPLAY
- ☐ FILM (MOVIE)
- ☐ FILMSTRIP
- ☐ MICROFILM
- ☐ PHOTOGRAPH
- ☐ PICTURE (Drawing)
- ☐ SLIDE
- ☐ TRANSPARENCY
- ☐ TV OR VIDEO TAPE
- ☐ RECORDING TAPE (Cassette)
- ☐ RECORDING TAPE (Reel)
- ☐ PHONOGRAPH RECORD
- ☐ OTHER TYPE: (State) _____

B. PUBLISHED MATERIALS:

- ☐ AUTOBIOGRAPHY
- ☐ BIOGRAPHY
- ☐ CAREER FICTION
- ☐ DIRECTORY (CAREER INFO.)
- ☐ JOB DESCRIPTION
- ☐ JOB FAMILY (CLUSTER)
- ☐ JOBS IN SPECIFIC FIRM
- ☐ JOB CLASSIFICATION PLAN IN SPECIFIC ORGANIZATION
- ☐ MAGAZINE, JOURNAL, OR PERIODICAL WITH CAREER INFO.
- ☐ MANUAL FOR EXAMINING, SELECTING, CLASSIFYING, PLACING, TRAINING PERSONNEL
- ☐ RECRUITMENT LITERATURE
- ☐ PERSONNEL HANDBOOK
- ☐ PAY PLAN OR SCHEDULE
- ☐ OTHER PUBLISHED MATERIALS: (State) _____

C. DATA PROCESSED INFORMATION OR PROGRAMMED INSTRUCTIONAL MATERIALS:

- ☐ PRINTOUTS FROM DATA PROCESSED INFORMATION ON CAREERS
- ☐ STUDENT INVENTORY, RECORDS, OR FOLLOW-UP DATA FOR USE IN CAREER GUIDANCE, EDUCATION
- ☐ OTHER TYPES (State) _____

D. RESOURCE MATERIALS:

- ☐ ARTICLES HANDLED/SOLD
- ☐ ARTIFACTS/OBJECTS ACQUIRED
- ☐ EQUIPMENT OPERATED ON JOB
- ☐ EQUIPMENT-MOCK-UP, MODEL, SIMULATED
- ☐ PRODUCT(S) PRODUCED (SAMPLES OR EXAMPLES)
- ☐ SERVICES RENDERED-DEMONSTRATION, DRAMATIZATION
- ☐ TOOLS/ MATERIALS/ UNIFORMS USED ON THE JOB
- ☐ OTHER RESOURCE MATERIALS: (State) _____

II. DESCRIPTION OF INFORMATION

A. TITLE OR NAME: _____

B. AUTHOR OR RESOURCE PERSON: _____

C. PUBLISHER, PRODUCER, OR SOURCE: _____

D. ADDRESS OF SOURCE: _____

C. COPYRIGHT OR ISSUE DATE (if any): _____

D. LENGTH _____; SIZE: _____; SPEED: (FILM, TAPE, RECORD) _____

E. ILLUSTRATIONS: ☐ COLOR; ☐ BLACK AND WHITE; AMOUNT: _____; MATERIAL: _____

F. GRADE LEVEL(S) (Circle) PRE-, K 1 2 3 4 5 6 7 8 9 10 11 12 POST HIGH SCHOOL - _____

G. COST (if any): _____; DEWEY DECIMAL CLASSIFICATION (if known): _____; NO. _____

H. USEFUL TO: ☐ STUDENT; ☐ TEACHER; ☐ COUNSELOR; ☐ ADMINISTRATOR; ☐ PARENT

I. OCCUPATIONS OR CAREERS RELATED TO: _____

II. PERSON REPORTING: _____; TITLE: _____

SCHOOL: _____; ADDRESS: _____

CITY: _____; PHONE: _____; DATE: _____

Form 10. (Continued)

III. RATING OF OCCUPATIONAL INFORMATION OR MATERIAL

Please rate the occupational information or resource material previously listed by placing a check (√) in the appropriate column for each of the following standards, using the rating scale given at the right below. An example is given.

After rating all of the items add the number of checks in each column and multiply the number of checks by the point value assigned, then add the sub-totals to supply a grand total.

A. BASIC PREPARATION:

RATING STANDARDS	RATING SCALE POINTS 4 Excellent	3 Good	2 Average	1 Below Av.	0 Inferior/ Poor
Example: Expands knowledge of world of work			√		
1. Author's or Resource Person's background, competencies stated					
2. Purposes, uses, and limitations clearly stated					
3. Timeliness and up-to-dateness (data, terms, charts, illustrations)					
4. Accurate statistical data, pertinent regionally, adequately stated					
5. Social and Economic Setting (nationally/locally) adequately covered					
6. Sources of information fully credited and identified (documented)					
7. Objectivity used in gathering and presenting material					
8. Style is clear, concise; suitable vocabulary; interesting; inviting					
9. Sufficient contents, index, and bibliography					

B. RELATIONSHIPS TO CAREER GUIDANCE AND EDUCATION:

1. Expands students' knowledge of the world of work					
2. Provides awareness of contributions of workers at various levels					
3. Stimulates appreciation of satisfactions found in/through work					
4. Relates to classroom subject matter and curriculum					
5. Provides orientation to concepts and skills needed for work					
6. Encourages using exploration skills to learn job characteristics					
7. Aids skill development in career choice, preparation, employment					
8. Fits pattern of curriculum scope and sequence for career education					
9. Stimulates setting of realistic aspirations, motivates reaching					
10. Appropriate to level of human growth and developed on level aimed for					
12. Allows for individual differences in self-concepts, interests, abilities, personal traits, knowledges, skills, and background					
a. Total number of checks in each column----------					
b. Sub-totals (Number of checks multiplied by point value of column)					
c. GRAND TOTAL (Total value of all sub-totals added together)-------					

VITAL CAREER INFORMATION CENTER
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FORM 11 -- CHECK LIST FOR REQUESTING SPEAKER
(Adaptable for Interviews, On-Site Visits, Observations)

This is a teacher's guide for requesting a speaker. By contacting the counselor-coordinator you would locate the most appropriate resource person. The counselor can be of optimum service to you if you will do the following things needed for requesting a speaker:

THINGS TO DO	DATE	DONE
1. Seek three to four weeks before presentation		
2. Contact counselor-coordinator		
3. State the topic you would like to have presented		
4. Describe the kind of speaker who would best meet the needs of your group, i.e. age, sex, ethnic background, size		
5. Describe the unique needs and age group of your students		
6. Contact speaker, discuss topic, needs, arrangements		
7. Provide information about the location of your school, room : _____; date: _____; time: _____		
8. Tell where the speaker will be met (school office, etc.) and the name of the person who will meet him (student host, etc.) Location: _____; Student: _____		
9. Ask if the speaker has need of special equipment, facilities, projector, extension cord, etc.,or pre-planning materials		
10. Be exact as to the amount of time provided for the speaker, and student's questions. Total time: _____		
11. Request career literature if you want to use such information in a follow-up session		
12. Follow up your telephone call with a letter and suggestions...		
13. Furnish reporting and evaluation forms to resource person.....		
14. File this form and the reporting and evaluation form-(counselor)		

TEACHER _____; COURSE _____; CLASS PERIOD _____

NAME OF RESOURCE PERSON _____

TITLE OF POSITION _____

FIRM OR ORGANIZATION _____

TELEPHONE _____; ADDRESS _____

CAREER(S)/OCCUPATION(S) COVERED _____

RECOMMENDATIONS _____

VITAL CAREER INFORMATION CENTER
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BATON ROUGE, LOUISIANA 70804

FORM 12

SUGGESTED LETTER TO RESOURCE PERSONS

(The items to be covered will vary with the developmental levels of the students to be served in line with an experience-based, sequential plan for career information, guidance, and education)

Dear _____:

Our _____ class, room ____, _____ School wants to thank you for agreeing to be a resource person to help us in our career education program by making a presentation, providing: interviews, on-site visitation, observation of workers, resource materials. We have made arrangements for this at _____ (location) _____ (address), on _____ (day of week), _____ (mo. day year), at _____ (time).

The following guide is suggested for your information, but this is flexible. It is important for this to be as current, concise, realistic and clear as possible for the age, development, grade level, and interests of students. The most appropriate items are checked, which we need information on for the career(s) of _____.

__ 1. **Name of occupation** (Local job titles and Dictionary of Occupational Titles classifications may be used)

__ 2. **Types of employing establishments** in which the occupations occur (the Standard Industrial Classification categories and names of local examples of businesses, industries, organizations may be used)

__ 3. **What you do in this job** (Description of job duties, activities, and responsibilities; relationship of work to total organizational operation) (Illustrations, slides, production/organizational charts)

__ 4. **Where you work** (Work location, environment, equipment (tools), clothes, conditions) (Illustrations, slides, photos, or other examples may be used)

__ 5. **When you work** (Hours and days of work, including shifts, overtime, seasonal)

__ 6. **What this work will pay you** (Amount of earnings per hour, day, week, month, or year - entry level, average, maximum gross and net pay)

__ 7. **Other benefits** you have to help you on this job (Fringe benefits--insurance, leave, bonuses, discounts, retirement, social security, union)

__ 8. **What future you have in this job** (Prospects for employment now and in the future, opportunities for advancement within and beyond the job--ladder or promotion from entry level to highest attainable position in career area and in organization, technological changes)

__ 9. What you should be like to do this job (Personal traits, attitudes, temperaments, interests, values, goals suitable for a career in this occupation; for promotion, advancement; organization's requirements)

__ 10. What you need to know and be able to do in this job (Mental and physical abilities--aptitudes, knowledges, vocabulary, skills-level of speed and accuracy of abilities to work with data, ideas, people or things)

__ 11. School work needed for this job (Course preparation and training needed)

__ 12. Where you can learn how to do this job (Previous experience, activities at school or in career-related school, leisure-time, part-time, periodic, or full time jobs; on-the-job training, in-plant, apprenticeship, special vocational, technical, or college training; or other types of training)

__ 13. Things you need to have before looking for this job (School records, applications, interview, certificate, license, physical exam, pre-employment tests, union membership or apprenticeship, tools, and other requirements)

__ 14. Where to find this work around here (Places to apply for work and information needed)

__ 15. Where else you can find out more about this kind of work (Job descriptions, audio-visual aids, published or duplicated materials, programmed print-out data processed information, resource materials, sources and addresses)

__ 16. Other kinds of work almost like this occupation which you may consider

__ 17. Any other information sought by students, such as: how and why you got into your job, what are the values, good/bad features, affect on family life, leisure time activities, hobbies, accomplishments, and other questions related to the career or occupation

__ 18. Suggested follow-up activities to gain first-hand job knowledge you can help with (In school; on-site visitations, interviews, observations, etc)

We appreciate your cooperation with us in our career education program, and look forward to participation in this activity.*

Very truly yours,

_____

*State in which of the following areas you are available to serve as a resource person: 1) this school: _____, 2) other schools within a designated area of the community as follows: _____. 3) all of the community _____, 4) parish _____, 5) region _____, 6) statewide _____.

VITAL CAREER INFORMATION CENTER
P. O. BOX 44064, CAPITOL STATION,
BATON ROUGE, LOUISIANA 70804

FORM 13
GUIDELINES FOR SPEAKERS

We are very appreciative that you are willing to give up time from your busy schedule to talk with students about your career field. It has been our experience that students have concerns about things that are listed in the following questions, in addition to the basic occupational information requested in our letter. Would you please consider these in your presentation.

___ 1. Why did you choose this type of work?

___ 2. How did you get into your present occupation?

___ 3. Why did you take this job?

___ 4. Do you enjoy your work?

___ 5. What do you especially like, find satisfying, and rewarding about your job?

___ 6. What do you like least about your work?

___ 7. How do you adjust to these dissatisfactions?

___ 8. How hard is your work?

___ 9. What kind of work load do you have?

___10. What are the pressures, strains, or anxieties of your work?

___11. Are you tired when you finish work?

___12. Who depends on your work?

___13. Upon whom do you depend?

___14. Do you have security in your job?

___15. Do you receive enough encouragement, credit, and recognition for your work?

___16. How do you see your relationships to others in the business?

___17. How do you see your job in relation to the organization as a whole?

___18. How does your job affect your personal life?

___19. Would you want your son or daughter to enter your career field?

___20. If so, what would be your advice to them?

___21. What difficulties do beginners often have in getting started in this career area?

___22. Are there problems getting this work because of sex, race, creed, color, or national origin?

___23. What special problems do entry workers have in adjusting to their first job?

___24. How can the school help prepare students for entering in this career?

___25. What other ways can you spend your time preparing for this career?

FORM 14 A

SUGGESTED FORM FOR "EVALUATION OF RESOURCE PERSON"

Please complete this form after each use of a resource person and send a copy to the coordinator to assist you and the school in evaluating the benefits experienced and making improvements in future use of resource persons.

RESOURCE PERSON:_____; CAREER AREA/OCCUPATION:_____

SCHOOL:_____; COURSE TITLE:_____

GRADE LEVEL(S):____; PERIOD/SECTION(S):_____; GROUP SIZE:___ M___F ___T;TEACHER:_____

ACTIVITIES BEING EVALUATED Type: (Check) A. __ Speaker, B. __ Interview, C. __ On-site visitation, D. __ Observation of worker	RATINGS (Check)					COMMENTS (Write/Type)
	Very Good	Good	Average	Below Average	Poor	
	1.	2.	3.	4.	5.	
1. Planning						
2. Preparation						
3. Presentation as a whole						
4. Information supplied requested and needed about career area/occupation						
5. Kept students' attention						
6. Appropriate for students' developmental age and grade level(s)						
7. Data exact, current, factual, realistic with local applications						
8. Effective use of audio-visual aids/ reading/resource materials						
9. Style is clear, concise, suitable vocabulary						
10. Stimulates students' awareness of, appreciation for, contributions of workers in the career area(s)/ occupation(s)						
11. Motivates and encourages further investigation of and preparation for career/occupations						
12. Related to school curriculum/course/ classroom subject matter						
13. Overall learning purposes adequately fulfilled						
14. Resulted in profitable follow-up activities						
15. Recommendation for using resource person again						

(over) 130

State suggestions for improving future use:

_____, _____, _____

School Teacher Date

VITAL CAREER INFORMATION CENTER
FORM 14B
FORM FOR SELF-EVALUATION BY RESOURCE PERSON

Please complete this form after serving as a resource person to assist you in appraising your activity, the benefits experienced, and to make possible improvements in the future.

DATE: _____

RESOURCE PERSON: _____ ; CAREER AREA/OCCUPATION: _____

SCHOOL: _____ ; COURSE TITLE: _____

GRADE LEVEL(S): __ ; PERIOD/SECTION(S): __ ; GROUP SIZE: __M+ __F= __T: TEACHER: _____

ACTIVITIES BEING EVALUATED Type: (Check) A. __Speaker, B. __Interview, C. __On-site visitation, D. __Observation of worker	RATINGS (Check)					COMMENTS (Write/Type)
	Very Good	Good	Average	Below Average	Poor	
	1.	2.	3.	4.	5.	
1. Planning for presentation						
2. Preparation for presentation						
3. Presentation as a whole						
4. Information supplied requested and needed about career area/occupation						
5. Kept students' attention						
6. Appropriate for students' developmental age and grade level(s)						
7. Data exact, current, factual, realistic with local applications						
8. Effective use of audio-visual aids/reading/resource materials						
9. Style--clear, concise, understandable, suitable vocabulary						
10. Stimulated students' awareness of, appreciation for, contributions of workers in the career area(s)/occupation(s) covered						
11. Motivated and encouraged further investigation of and preparation for career/occupations by students						
12. Related to school curriculum/course/classroom subject matter, as requested						
13. Overall learning purposes adequately fulfilled, as requested by teacher						
14. Resulted in profitable follow-up activities, reported by teacher						
15. Recommendation for improvement in future presentations (State on back)						

FORM 15

TEACHER'S REPORTING FORM

(Please complete each time you have used a resource person and return to school coordinator)

1. RESOURCE PERSON_____; 2. POSITION_____

3. BUSINESS NAME _____; 4. ADDRESS_____

5. ACTIVITY TYPE:	Presentation	Interview	On-Site Visitation	Worker Observation	Provided Materials:	Audio-Visual	Reading Material	Programmed Data	Articles	Equipment	Models	Sample Products	Other(State)	6. ACTIVITY DATE
(Check)--														

7. CAREER/OCCUPATIONAL AREA(S)_____

8. SCHOOL_____;9. TEACHER_____;10. COURSE_____

11. EVALUATION_____

12. SUGGESTIONS TO IMPROVE_____

VITAL CAREER INFORMATION CENTER
P. O. BOX 44064, CAPITOL STATION
BATON ROUGE, LOUISIANA 70804

FORM 16

RESOURCE PERSON'S REPORTING FORM

(Please complete each time you serve as a resource person and return to school coordinator)

1. RESOURCE PERSON_____; 2. POSITION_____

3. BUSINESS NAME _____; 4. ADDRESS_____

5. ACTIVITY TYPE:	Presentation	Interview	On-Site Visitation	Worker Observation	Provided Materials:	Audio-Visual	Reading Material	Programmed Data	Articles	Equipment	Models	Sample Products	Other(State)	6. ACTIVITY DATE
(Check)--														

7. CAREER/OCCUPATIONAL AREA(S)_____

8. SCHOOL_____;9. TEACHER_____;10. COURSE_____

11. EVALUATION_____

12. SUGGESTIONS TO IMPROVE_____

EMPLOYEE
INTERVIEW QUESTIONNAIRE

FORM 17

Participant_____

Employee_____

I. Why are you working? _____

A. Are you the major wage earner in your family?_____

B. Do you enjoy your work?_____

C. Why did you choose this type of work?_____

_____

D. Do you plan to stay with this type of work in the future?

_____

E. Have you ever thought of quitting?_____

II. How hard do you work?_____

A. Can you determine your overtime?_____

B. What kind of work load do you have?_____

_____

C. What are your hours?_____

D. Salary? Minimum_____ Maximum_____

E. Other fringe benefits?_____

III. Are there pressures, strains, or anxieties in your work?_____

_____

IV. What special problems do new employees frequently have in adjusting to the job?_____

_____

V What are the most important personal characteristics for being successful in the job?_____

_____

VI What other requirements are necessary for the job?_____

_____

A Education?_____

B Special skills?_____

C On-the-job training?_____

VII In your opinion, what are the opportunities for advancement in your job?_____

VIII Are you secure in your job?_____

IX. Do you get enough recognition from your work?_____

_____

X. What are your attitudes toward unions and union membership?_____

_____

XI. Would you object to working with someone in a minority group?

A. Do you have any minority group members working here?

XII. Does your employer encourage you to get more training?

A. Do you feel limited because of your level of training?

B. Would you change your background of training if you could?

C. Do you want to have your son or daughter follow in your footsteps?

XIII. How do you see your relationship to the company as a whole?

XIV. In your opinion, what can the school do to do a better job of preparing people to fit into your kind of job?

NOTES

FORM 18 A1

PERSONAL QUALIFICATIONS FOR WORK

SELF-EVALUATION

A GUIDE FOR EXPLORING AND INVESTIGATION A JOB

The following is an outline to aid you in determining what you ought to investigate under the various areas of a job analysis. Not all areas noted here will apply to every job or job field you study.

A. Nature of the Work

1. What kind of a job is this?
2. What work would I actually perform if I were to enter this field?
3. Why does this sort of work appeal to me?
4. Could I really do this work? If not, why?

Be thorough if you do this part.

B. Personal Requirements

1. What type of interests does this job require?
   a. Do I possess these interests?
   b. How do my interests relate to the interest requirements of this job?
   c. Do my hobbies bear any relation to the types of interests required by this job?
   d. Could I develop interests such as this job requires?

2. What abilities would I have to possess in order to enter and perform this job?
   a. Do I really possess these abilities
   b. How do I know I possess these abilities?
   c. What do my tests indicate?
   d. Could I achieve or learn the skills necessary for this job?

3. What type of personality does this job require?
   a. What are some personal qualities that would be necessary in this job?
   b. Do I possess these qualities?
   c. If not, could I develop these personal qualities?

4. What are the health and strength requirements of this job? Is average good health enough? Are there any special physical requirements as to height, weight, eyesight, beauty, etc.?

5. What values or attitudes would I have to possess in order to be happy in this type of work? Would the performance of this work cause me to violate any values or attitudes that I possess? Could I adjust to a situation in which I had to change some of my ideals, values, or attitudes?

FORM 18 A2

VITAL CAREER INFORMATION CENTER
PERSONAL QUALIFICATIONS FOR WORK--SELF-EVALUATION

Please complete this form after you have read the occupational information on a VITAL Viewscript microfilm aperture card.

Name of the Job Title on the card used to complete this form:_____;D.O.T. No._____
Listed below are some points covered on the card to help you see if the picture of yourself is similar to that for the occupation described on the card. Please place a check mark after each point in one of the three columns under the terms which seem to best describe your feelings about these.

	YES	NOT SURE	NO
A. Would I like to do the duties of this job?			
B. Would I be willing to work where this type of job is located and under conditions existing?			
C. Would I work during the hours and the days given?			
D. Would I work at the rate of pay for this job?			
E. Does the job have the other benefits I want?			
F. Does the job offer the opportunities for getting started and the advancement I want?			
G. Do I have the personality traits for this job?			
H. Do I have the abilities (aptitudes) to do the job?			
I. Do I have the physical abilities to do this job?			

	YES	NOT SURE	NO
K. Have I used all the help available at my school to get ready for the job?			
L. Do I know the kinds of preparation and training necessary for this work?			
M. Do I know where I can learn how to do this job in school, on job, other way?			
N. Do I know the things that I need to get together before looking for work?			
O. Do I know where to look for this kind of work around here?			
P. Do I know where to find out more about this kind of work?			
Q. Do I know the other kinds of work almost like this that I can check on?			

If you have answered some of these questions "not sure" or "no" and you still wish to consider this occupation as a career, check the following steps you would like to take: ☐ Talk this matter over with the counselor and/ or a teacher; ☐ Discuss this matter with your parents; ☐ Talk to someone who knows more about the occupation; ☐ Read additional information about the job. If you want to discuss this further with the counselor and/ or teacher please fill out the following and bring this form with you for the interview. The information on this form will be used to help you and not hurt your grades.

Name_____; Age:___; School_____; Grade___; Average Grades for

School Subjects: A B C D F; Best Subjects:_____; Poorest Subjects:_____

If you have taken the following please list the areas in which you received the highest scores: Kuder Interest Inventory:

1._____; 2._____; 3._____; 4._____;

General Aptitude Test Battery (GATB):1._____;2._____3._____

Occupations or areas you would like to have more information on:1._____; 2._____
3._____; 4._____5._____; 6._____

S

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FORM 18B

VITAL CAREER INFORMATION CENTER

INTERESTS AND TEMPERAMENT (PERSONALITY CHARACTERISTICS)

SELF-EVALUATION FORM

Please complete this form on your interests and temperament (personality traits or characteristics) as you see them.

A. INTERESTS

State your main interests: _____

State your main leisure time activities: _____

If you have taken the Kuder Interest Inventory check the areas in which you had the highest scores: Outdoor Work ___; Mechanical ___; Computational ___; Scientific ___; Persuasive ___; Artistic ___; Literary ___; Musical ___; Social Service ___; Clerical ___

INTEREST ACTIVITIES For each of the activities listed below check the amount of interest you have in it:	AMOUNT 1. High	2. Above Average	3. Average	4. Below Average	5. Low
1. Working with things and objects					
2. Dealing with people in the selling, providing, use of goods and services					
3. Doing the same kinds of things in a set way					
4. Working with people to help them in individual or group situations					
5. Doing work which gives recognition and praise					
6. Communicating thoughts and ideas to people by writing, talking, acting					
7. Scientific and technical activities					
8. Abstract and creative activities using imagination, thinking, understanding					
9. Processing materials, operating equipment, and using techniques not dealing directly with people					
10. Working with materials to produce something that has definite value and use					

B. TEMPERAMENT (PERSONALITY CHARACTERISTICS)

State those things that best describe your personality-- the real you: _____

What do you think are your best personal characteristics: _____

ACTIVITIES WHICH RELATE TO YOUR PERSONAL TRAITS For each one of the activities listed below check the amount that the activity relates to your personal traits and is agreeable to you:	AMOUNT 1. High	2. Above Average	3. Average	4. Below Average	5. Low
1. Do many different things on the job					
2. Do the same kind of thing on the job					
3. Receiving instructions on what to do on job					
4. Planning and directing own work and of others					
5. Working directly with people on job duties					
6. Working alone or apart from others on job					
7. Changing people's feelings, opinions, habits of thinking about ideas and things					
8. Doing work under pressure, stress, taking risks dealing with the critical or unexpected					
9. Using personal senses or common sense in making judgements and decisions from experience					
10. Using measurable standards, guides, or facts in making judgements and decisions accurately					
11. Interpreting feelings, ideas, or facts in own terms, by doing your own thing					
12. Being very accurate in work and measuring how well things meet limits or standards set					

If you are not sure about some of your interests and temperaments and want to discuss these with your counselor and/ or teacher complete the following and bring this form in with you when you come for an interview:

Name: _____; Age ___; School _____; Grade: ___; Date: _____

FORM 18C

VITAL CAREER INFORMATION CENTER

PERSONAL TRAITS

SELF-EVALUATION FORM

Please check the amount that each one of the statements below describes how you look, work, or act.

PERSONAL TRAITS		AMOUNT				
RATE YOURSELF ON EACH STATEMENT	WAYS YOU LOOK, WORK OR ACT	Great Amount 1	Above Average 2	Average 3	Below Average 4	Little 5
1.	Am attractive and keep neat					
2.	Am courteous, think of and respect others' feelings					
3.	Am dependable, complete jobs assigned					
4.	Use abilities to "think-up," start and make or do things					
5.	Am loyal, stand up for my school, group or church					
6.	Can remember and repeat things exactly as they were					
7.	Follow directions quickly					
8.	Am orderly and accurate					
9.	Keep cool, at ease, sure of self and abilities					
10.	Am prompt and do things on time					
11.	Am friendly, pleasant, easy to get along with					
12.	Am tactful, have skill in dealing with people					
13.	Other people trust and believe in me					
14.	Other ways I work or act: a. b.					

If you are not sure about some of your traits and want to discuss these with your counselor and/or teacher, complete the following and bring this form in with you when you come for an interview:

Name: _____; Age___; School _____; Grade:___; Date: ____

FORM 18D

VITAL CAREER INFORMATION CENTER

MENTAL ABILITIES (APTITUDES) AND SCHOOL SUBJECT ACHIEVEMENT LEVELS

SELF-EVALUATION FORM

Please complete this form on your mental abilities (aptitudes) and school subject achievement levels as you see them. For each one check amount of mental abilities (aptitudes) and level of achievement in school subjects, listing specific subjects, Trade, Vocational, Technical, or Business Courses which you have special skill in, such as Social Studies (Geography).

MENTAL ABILITIES-APTITUDES	AMOUNT					SCHOOL SUBJECTS	LEVEL OF ACHIEVEMENT				
	1. High	2. Above Average	3. Average	4. Below Average	5. Low		1. High	2. Above Average	3. Average	4. Below Average	5. Low
1. General Learning Ability						1. Social Studies: ( )					
2. Verbal (Use and Understanding of Words)						2. English: ( )					
3. Numerical (Working with arithmetic and algebra)						3. Mathematics: ( )					
4. Spatial (Seeing and understanding the forms of plane and solid geometric objects)						4. Science: ( )					
5. Form (Seeing details and differences in sizes and shadings of figures and lines)						5. Trade and Industrial: ( )					
6. Clerical (Listing, Sorting, Filing Materials in Order, Checking Words and Numbers)						6. Vocational-Technical: ( )					
7. Motor (Working eyes, hands, and fingers together)						7. Business and Clerical: ( )					
8. Finger Dexterity (Handling , Moving, Assembling Objects with Fingers)						8. Foreign Language: ( )					
9. Manual Dexterity (Using hands to handle, grasp, move things)						9. Home Economics: ( )					
10. Eye-Hand-Foot Coordination (Using eyes to help keep the hands and feet working together)						10. Arts: ( )					
11. Color Discrimination (Seeing similarities and differences in colors, shades, and the matching of these)						11. Music: ( )					
						12. Other: ( )					
						13. Other: ( )					

If you are not sure about some of your mental abilities (aptitudes) or level of achievement in school subjects see your counselor. Please complete the following and bring the form in with you when you come for an interview with the counselor.

My name is: _____ Age: ___; School: _____ Grade: ___; Date: _____

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FORM 18B

VITAL CAREER INFORMATION CENTER

PHYSICAL ABILITIES AND ENVIRONMENTAL/WORKING CONDITIONS

SELF-EVALUATION FORM

Please complete this form on your physical abilities and the environmental or working conditions you prefer. For each physical ability check the amount that you think you have. Also check the **degree** to which you prefer each environmental/ working condition

My main physical abilities are:

PHYSICAL ABILITIES

ABILITIES	AMOUNT					ABILITIES	AMOUNT				
	1. High	2. Above Average	3. Average	4. Below Average	5. Low		1. High	2. Above Average	3. Average	4. Below Average	5. Low
1. Standing						16. Reaching					
2. Walking						17. Handling					
3. Sitting						18. Using fingers					
4. Lifting						19. Feeling by touching					
5. Carrying						20. Talking					
6. Pushing						21. Hearing					
7. Pulling						22. Seeing					
8. Hand/Arm Use						23. Judging distance/ depth					
9. Foot/Leg Use						24. Color Vision					
10. Strength						25. Sense of smell					
11. Climbing/ Balancing						26. Sense of taste					
12. Stooping						27. Working Speed					
13. Kneeling						28. Physical appearance					
14. Crouching						29. Disabilities: ( )					
15. Crawling						30. ( )					

ENVIRONMENTAL AND WORKING CONDITIONS

CONDITIONS	AMOUNT					CONDITIONS	AMOUNT				
	1. High	2. Above Average	3. Average	4. Below Average	5. Low		1. High	2. Above Average	3. Average	4. Below Average	5. Low
1. Indoors						16. Radiant Energy Hazards (X-Rays)					
2. Outdoors						17. Toxic/ Allergy Hazards					
3. Inside container (Inner space)						18. Fumes					
4. Outside container (Outer space)						19. Odors					
5. Deal with people						20. Dusts					
6. Be around people (not deal with)						21. Mists (liquid droplets in air)					
7. Work alone, be by yourself						22. Gases					
8. Extreme Cold (not weather)						23. Slow movement of air					
9. Extreme Heat (not weather)						24. Moving objects					
10. Wet and/or Humid						25. Cramped Quarters					
11. Noise and/or Vibration						26. Other: ( )					
12. Mechanical Hazards						27. ( )					
13. Electrical Hazards						28. ( )					
14. Burn Hazards						29. ( )					
15. Explosive Hazards						30. ( )					

If you want to discuss this form with your counselor and/ or teacher in relation to occupations you are best suited for please state: Name_____; Age___; School_____;Grade:___; Date:_____

Bring this completed form in with you when you come for an interview with your counselor and/or teacher. It will be used to help you.

139B

FORM 13 F

VITAL CAREER INFORMATION CENTER
P. O. BOX 44064, CAPITOL STATION,
BATON ROUGE, LOUISIANA 70804
ALTERNATE

STUDENT SELF-RATING FORM

Please rate your self on the following things as they apply to you. After each statement place a check in the column of the Rating Scale showing the amount this applies to you.

INTERESTS

The things I like to do most are: _____

THE KINDS OF THINGS DONE ON JOBS (Read each one and check amount liked)	AMOUNT LIKED: Great	Much	Some	Little	None
1. WORKING WITH THINGS AND OBJECTS					
2. WORKING WITH PEOPLE BY SELLING THEM THINGS OR WAITING ON THEM					
3. DOING THINGS A CERTAIN WAY MANY TIMES					
4. HELPING PEOPLE WITH THE THINGS THEY DO					
5. GETTING CREDIT FOR THE WORK YOU DO					
6. GETTING IDEAS ACROSS TO PEOPLE BY WRITING, TALKING OR ACTING					
7. DOING WORK USING SCIENCE OR SPECIAL KINDS OF LABORATORY EQUIPMENT					
8. MAKING UP PICTURES OR IDEAS IN YOUR HEAD AND PUTTING THEM ON PAPER					
9. MAKING THINGS BY USING MACHINES OR TOOLS AND WORKING ON YOUR OWN					
10. MAKING SOMETHING THAT CAN BE USED					

THE REAL ME

The best things about me are: _____

THE WAY THINGS ARE DONE ON JOBS (Read each and check the amount liked)	AMOUNT: Great	Much	Some	Little	None
1. DO MANY THINGS IN A SHORT PERIOD OF TIME					
2. DO THE SAME KIND OF THINGS MOST OF THE TIME					
3. DO JUST WHAT SOMEONE SHOWS OR TELLS YOU TO DO ON THE JOB					
4. PLAN AND TELL OTHER PEOPLE WHAT TO DO ON A JOB					
5. WORK WITH OTHER PEOPLE					
6. WORK ALONE OR BY YOURSELF					
7. GET OTHERS TO DO WHAT YOU WANT DONE					
8. DO A GOOD JOB FAST IN A CERTAIN TIME AND PLACE WITH A CHANCE OF LOSS OR DANGER IF NOT DONE RIGHT					
9. USE YOUR OWN IDEAS OF DECIDING WHAT IS RIGHT					
10. USE RULES, GUIDES, OR SCIENTIFIC INFORMATION TO DECIDE WHAT IS RIGHT					
11. DOING YOUR OWN THING					
12. DOING THINGS BY FOLLOWING INSTRUCTIONS AND USING SOME KIND OF ORDER					

MY NAME IS: _____

MY AGE IS: _____ Years; I AM IN THE _____ GRADE; THE NAME OF MY TEACHER IS: _____

THE NAME OF MY SCHOOL IS: _____; TODAY IS: _____ (Month, Day, Year)

1[illegible]

4-11-73

VITAL CAREER INFORMATION CENTER
P. O. BOX 44064, CAPITOL STATION,
BATON ROUGE, LOUISIANA 70804

FORM 19

HOBBIES AND LEISURE TIME ACTIVITIES

RATE THE HOBBIES AND LEISURE TIME ACTIVITIES IN EACH COLUMN BELOW ON THE AMOUNT OF INTEREST YOU HAVE IN THEM BY THE NUMBERS: (1) VERY MUCH, (2) MUCH, (3) SOME, (4) LITTLE, (5) NONE, EVEN IF NOT DONE BEFORE

STUDENT_____

SCHOOL_____

GRADE___:CLASS_____

DATE_____

CREATIVE ACTIVITIES	INTERESTS 1. VERY MUCH	2. MUCH	3. SOME	4. LITTLE	5. NONE
CARPENTRY					
CARTOON DRAWING					
CERAMICS (CLAY (WORKING)					
CLOTHES DESIGNING, MAKING					
COOKING-BAKING					
DANCING					
DECORATING, HOUSE INTERIORS					
ELECTRONICS, ELECTRICAL, RADIO, T-V WORKING (HAM)					
FLOWER ARRANGING					
FOLK ART/CRAFTS					
GARDENING-SHRUBS FLOWERS, VEGETABLES, HERBS					
HAIR STYLING-DRESSING					
JEWELRY/ ORNAMENT MAKING					
INVENTING					
LEATHER/PLASTIC WORKING					

CREATIVE ACTIVITIES (CONTINUED)	INTERESTS 1. VERY MUCH	2. MUCH	3. SOME	4. LITTLE	5. NONE
MAKE-UP (COSMETICS)					
METAL WORKING					
MODEL MAKING					
PHOTOGRAPHY					
PRINTING/LITHOGRAPHY/POSTER MAKING					
PUPPETRY-MAKING/ USING PUPPETS					
REPORTING-NEWS, SPORTS, SOCIAL, OTHER EVENTS					
SCULPTURING (CARVING)					
SHIPBUILDING/ OPERATING					
SKETCHING (DRAWING, PAINTING)					
THEATER/T-V SET/ HOUSE DESIGNING					
WEAVING - BASKETS, CLOTH, FABRICS					
WOODWORKING - FURNITURE MAKING					
WRITING MUSIC, PLAYS, STORIES					
OTHER:_____					

HOBBIES AND LEISURE TIME ACTIVITIES (CONTINUED

STUDENT_____

SCHOOL_____

GRADE___ CLASS_____

DATE_____

COLLECTING ACTIVITIES INTERESTS

	1. VERY MUCH	2. MUCH	3. SOME	4. LITTLE	5. NONE
ANTIQUES					
AUTOGRAPHS					
BOOKS					
BOTTLES					
CHINA					
COINS					
FOSSILS					
GUNS					
INDIAN RELICS					
INSECTS					
MINERALS-ROCKS					
PAINTINGS					
PHOTOGRAPHS					
POST CARDS					
RECIPES					
RECORDS					
STAMPS					
WILD FLOWERS					
OTHER:_____					

STUDENT_____

SCHOOL_____

GRADE___ CLASS_____

DATE_____

EDUCATIONAL ACTIVITIES INTERESTS

	1. VERY MUCH	2. MUCH	3. SOME	4. LITTLE	5. NONE
ANIMAL STUDY					
ARCHEOLOGY/AM. INDIANS/ EARLY TO HISTORIC CULTURES					
ASTRONOMY (STAR STUDY)					
BEEKEEPING					
BIOLOGICAL EXPERIMENTS					
BIRD STUDY					
CHEMICAL EXPERIMENTS					
CONSTRUCTING/BUILDING					
EARTH STUDY					
ELECTRICAL AND MECHANICAL EXPERIMENTS					
MUSIC STUDY					
PHYSICS EXPERIMENTS					
PLANT STUDY					
PSYCHOLOGY EXPERIMENTS					
READING/RESEARCH					
SCIENTIFIC REPORTS/ PAPERS/PRESENTATIONS					
SCIENTIFIC EXHIBITS					
TRAVEL--FIELD TRIPS/ EXPEDITIONS/ TOURS					
WRITING ARTICLES/POEMS/ PLAYS/STORIES					
OTHER:_____					

HOBBIES AND LEISURE TIME ACTIVITIES (CONTINUED)

STUDENT _____

SCHOOL _____

GRADE ___ CLASS _____

DATE _____

COMPETITIVE SPORTS AND GAMES	INTERESTS				
	1. VERY MUCH	2. MUCH	3. SOME	4. LITTLE	5. NONE
ARCHERY					
AUTO-CYCLE CONTESTS					
BADMINTON					
BASEBALL					
BASKETBALL					
BOWLING					
BOXING/KARATE					
CARDS					
CHARADES					
CHECKERS					
CHESS					
FENCING					
FOOTBALL					
GOLF					
GUN MARKSMANSHIP					
POOL					
SOCCER					
TABLE TENNIS					
TENNIS					
TRACK/FIELD					
WRESTLING/JUD					
OTHER					

STUDENT _____

SCHOOL _____

GRADE ___ CLASS _____

DATE _____

NON-COMPETITIVE SPORTS AND GAMES	INTERESTS				
	1. VERY MUCH	2. MUCH	3. SOME	4. LITTLE	5. NONE
ACROBATICS					
ACTING / PUBLIC SPEAKING					
AUTO/BICYCLE/ MOTORCYCLE DRIVING					
BOATING/SAILING					
CAMPING/HIKING					
DANCING: _____					
FISHING					
FLYING					
HORSEBACK RIDING					
HUNTING					
ICE/ROLLER SKATING					
INSTRUMENT PLAYING					
MAGIC					
SKIING: _____					
SINGING					
SCUBA DIVING					
SWIMMING					
OTHER: _____					

HOBBIES AND LEISURE TIME ACTIVITIES (CONTINUED)

STUDENT_____ GRADE___ CLASS_____

SCHOOL_____ DATE_____

SPECTATOR ACTIVITIES (WATCHING/ LISTENING TO)	INTERESTS				
	1. VERY MUCH	2. MUCH	3. SOME	4. LITTLE	5. NONE
BALLETS					
CONCERTS					
MOVIES					
OPERAS					
PLAYS					
RADIO					
RECORDINGS					
SPORTING EVENTS					
TELEVISION					
OTHER:_____					

HOBBIES AND LEISURE TIME ACTIVITIES
(CONTINUED)

STUDENT _____

SCHOOL _____

GRADE __ CLASS _____

DATE _____

WORK ACTIVITIES	INTERESTS				
	1. VERY MUCH	2. MUCH	3. SOME	4. LITTLE	5. NONE
ART CLUB					
ATHLETICS/SPORTS/ RECREATION CLUB					
BAND CLUB					
BETA/HONOR CLUB					
BOYS-GIRLS STATE					
CAMP, CHURCH, PARK, PLAYGROUND, SCHOOL GROUP HELPER/LEADER					
CHEERLEADERS- PEP CLUB					
CHOIR/GLEE CLUB					
CTC					
DANCE CLUB					
DIST. ED. CLUB					
DRAMATICS/DEBATE					
4-H					
FUTURE BUSINESS LEADERS/ECONOMICS					
FUTURE FARMERS					
FUTURE HOME MAKERS					
FUTURE MUSIC					
FUTURE TEACHERS					
GIRL RESERVES					
INDUSTRIAL ARTS					

ACTIVITIES (CONTINUED)	INTERESTS				
	1. VERY MUCH	2. MUCH	3. SOME	4. LITTLE	5. NONE
JUNIOR ACHIEVEMENT					
KEY CLUB					
LANGUAGE ARTS CLUB					
LIBRARY CLUB					
MATH CLUB					
ORCHESTRA CLUB					
SAFETY COUNCIL/ HEALTH CLUB					
SCIENCE CLUB					
SCOUTS (CUB, BOY, GIRL, EXPLORERS)					
SOCIAL STUDIES CLUB (ANTRO., ECO., GEOG. HIST., POLIT., SOC.)					
SOCIAL SERVICE CLUBS (CHURCH, CIVIC, RED CROSS, ETC.)					
STUDENT COUNCIL					
WRITERS/NEWSPAPER CLUB					
YMCA, YWCA (HI-Y, Y-TEENS)					
OTHER: _____					
OTHER: _____					

VITAL CAREER INFORMATION CENTER
P. O. BOX 44064, CAPITOL STATION,
BATON ROUGE, LOUISIANA 70804
FORM 20

TALENTS AND SPECIAL SKILLS FORM

CHECK THE AMOUNT THAT YOU LIKE EACH OF THE FOLLOWING ACTIVITIES ON THE RATING SCALE TO THE RIGHT, USING THE FOLLOWING GUIDE: (1) HIGH, (2) ABOVE AVERAGE, (3) AVERAGE, (4) BELOW AVERAGE, (5) LOW INTEREST.

STUDENT _____

SCHOOL _____, GRADE ____

TYPES OF ACTIVITIES AND WHAT YOU DO	RATING SCALE 1. HIGH	2. ABOVE AVERAGE	3. AVERAGE	4. BELOW AVERAGE	5. LOW
DEALING WITH DATA OR IDEAS-					
0. SYNTHESIZING (PUTTING TOGETHER IDEAS, DATA, INFORMATION TO DISCOVER FACTS AND/OR DEVELOP UNDERSTANDINGS)					
1. COORDINATING (SETTING UP ORDERLY STEPS FOR GETTING WORK DONE OR ACTION TO BE TAKEN, ON BASIS OF DATA ANALYZED)					
2. ANALYZING (EXAMINING/TESTING AND FINDING OUT THE ACCURACY AND VALUE OF DATA TO STATE HOW IT IS USEFUL)					
3. COMPILING (GATHERING, PUTTING TOGETHER, OR CLASSIFYING INFORMATION ABOUT DATA, PEOPLE, THINGS TO REPORT AND RECOMMEND OR CARRY OUT ACTION NEEDED)					
4. COMPUTING (FIGURE ARITHMETIC PROBLEMS AND REPORT RESULTS AND STATE WHAT ACTION CAN BE TAKEN FROM FINDINGS)					
5. COPYING (PUTTING DOWN IN WRITING SOMETHING HEARD OR READ, AND RECORDING WORDS OR NUMBERS IN CERTAIN STEPS OR ORDER)					
6. COMPARING (SEEING HOW DATA, PEOPLE, OR THINGS ARE THE SAME OR DIFFERENT BY USING SOME STANDARD TO SELECT, SORT, INSPECT, EXAMINE AND MAKE JUDGEMENTS ABOUT)					

TALENTS AND SPECIAL SKILLS FORM (CONTINUED)

PLEASE CHECK THE AMOUNT THAT YOU LIKE EACH TYPE ACTIVITY:

TYPES OF ACTIVITIES AND WHAT YOU DO (CONTINUED)

	RATING SCALE				
	1. HIGH	2. ABOVE AVERAGE	3. AVERAGE	4. BELOW AVERAGE	5. LOW
DEALING WITH PEOPLE-					
0. MENTORING (ADVISING, COUNSELING, GUIDING TO ASSIST OTHERS IN SOLVING THEIR PROBLEMS)					
1. NEGOTIATING (EXCHANGING IDEAS, INFORMATION, AND OPINIONS WITH OTHERS TO REACH AGREEMENT ON DECISIONS, CONCLUSIONS, OR SOLUTIONS TO PROBLEMS)					
2. INSTRUCTING (TEACHING OR TRAINING OTHERS BY EXPLAINING, SHOWING, SUPERVISING ACTIVITIES, AND RECOMMENDING IMPROVEMENTS)					
3. SUPERVISING (FINDS OUT THE WORK TO BE DONE, ASSIGNS AND TRAINS OTHERS WHAT TO DO, AND GETS THE WORK DONE THROUGH DIRECTION, COOPERATION AND ENCOURAGING WORKERS' PRODUCTION)					
4. DIVERTING (ENTERTAINING OR AMUSING OTHERS, USUALLY BY ACTING, SINGING, DANCING OR OTHER PERFORMANCES)					
5. PERSUADING (GETTING OTHERS TO BUY A PRODUCT, SERVICE, OR ACCEPT A POINT OF VIEW)					
6. SPEAKING-SIGNALING (EXCHANGING INFORMATION, GIVING ASSIGNMENTS OR DIRECTIONS BY TALKING OR USING SYMBOLS OR SIGNS)					
7. SERVING (ATTENDING TO THE NEEDS OR REQUESTS OF OTHERS BY QUICK ACTION)					
8. TAKING INSTRUCTIONS-HELPING (FOLLOWS ORDERS, HELPS AND ASSISTS WORKERS)					

TALENTS AND SPECIAL SKILLS FORM (CONTINUED)

PLEASE CHECK THE AMOUNT YOU LIKE EACH TYPE ACTIVITY:

TYPES OF ACTIVITIES AND WHAT YOU DO (CONTINUED)

DEALING WITH THINGS-

	RATING SCALE				
	1. HIGH	2. ABOVE AVERAGE	3. AVERAGE	4. BELOW AVERAGE	5. LOW
1. PRECISION WORKING (USING SPECIAL SKILLS AND ABILITIES TO PUT THINGS IN PROPER PLACE ON MACHINE OR ELSEWHERE AND SELECTING THE TOOLS OR MATERIALS NEEDED TO DO THE JOB, THEN CARRYING OUT THE TASKS NECESSARY TO COMPLETE THE JOB)					
2. OPERATING-CONTROLLING (STARTING, ADJUSTING, PLACING MATERIALS IN AND RUNNING A MACHINE, READING GAUGES, METERS, DIALS, TURNING VALVES TO REGULATE SPEED, VOLUME, TEMPERATURE, PRESSURE, MOTION OF EQUIPMENT AND MATERIALS)					
3. DRIVING-OPERATING (STARTING, STEERING, GUIDING, AND MOVING CONTROLS ON MACHINES OR EQUIPMENT TO FOLLOW A COURSE; MAKE, SHAPE OR RESHAPE MATERIALS; AND/OR MOVE THINGS OR PEOPLE)					
4. MANIPULATING (WORKING, MOVING, GUIDING, OR PLACING OBJECTS OR MATERIALS WITH THE USE OF HANDS, FINGERS, FEET, TOOLS OR OTHER EQUIPMENT)					
5. TENDING (STARTING, STOPPING, AND WATCHING THE OPERATION OF MACHINES AND EQUIPMENT, MAKING SIMPLE ADJUSTMENTS AND CHANGES IN PARTS)					
6. FEEDING-OFFBEARING (PUTS MATERIALS IN MACHINE, TAKES OUT AND MOVES)					
7. HANDLING (LIFTS, CARRIES, MOVES, OR HANDLES OBJECTS WITH HANDS/HANDTOOLS)					

VITAL CAREER INFORMATION CENTER
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BATON ROUGE, LOUISIANA 70804

FORM 21

OCCUPATIONAL VALUES

RANK IN ORDER FROM HIGHEST (1) TO LOWEST (7) THE IMPORTANCE TO YOU OF THE OCCUPATIONAL VALUES LISTED BELOW:

RANK	OCCUPATIONAL VALUES	DESCRIPTIONS
____	INTEREST AND SATISFACTION	- I VALUE AN OCCUPATION THAT CAN: -GIVE ME A CHANCE TO DO THE KIND OF WORK I LIKE -MAKE ME FEEL PLEASED AND HAPPY WHEN I DO IT
____	ADVANCEMENT/ PROMOTION	- I VALUE AN OCCUPATION THAT CAN: - GIVE ME A CHANCE TO GET AHEAD BY LEARNING MORE - PROVIDE A GOOD OPPORTUNITY FOR ME TO ADVANCE - MAKE IT POSSIBLE FOR ME TO MOVE UP OR GET PROMOTED
____	SALARY/WAGES/ EARNINGS/PAY	- I VALUE AN OCCUPATION THAT CAN: - PAY ME ENOUGH MONEY TO GET THINGS I NEED AND WANT - GIVE ME A GOOD INCOME - PROVIDE ME A GOOD LIVING
____	PRESTIGE/ RECOGNITION	- I VALUE AN OCCUPATION THAT CAN: - CAUSE PEOPLE TO TRUST AND DEPEND UPON ME - LET ME GET CREDIT AND RESPECT FOR THE WORK I DO - MAKE ME FEEL IMPORTANT AND LOOKED UP TO BECAUSE OF IT
____	PERSONAL/ INDIVIDUAL	- I VALUE AN OCCUPATION THAT CAN: - FIT IN WITH MY WAY OF LIFE - ALLOW ME TO DO WHAT I HAVE ALWAYS WANTED TO - PROVIDE AN IDEAL TYPE OF WORK FOR ME
____	PREPARATION/ ABILITY	- I VALUE AN OCCUPATION IN WHICH I CAN: - USE MY EDUCATION AND TRAINING - APPLY MY APTITUDES AND TALENTS TO LEARN AND DO THINGS - DEVELOP SKILLS BY BECOMING GOOD AT THE THINGS I DO - DO THE KIND OF WORK FOR WHICH I AM BEST SUITED
____	SECURITY/ PROTECTION	- I VALUE AN OCCUPATION IN WHICH: - I CAN GET STEADY, REGULAR WORK - THERE WILL USUALLY BE A DEMAND FOR WORKERS - JOB OPENINGS WILL OFTEN OCCUR - I CAN GET A JOB AND KEEP IT - I CAN GET SOME THINGS IN ADDITION TO PAY, SUCH AS: VACATIONS, SICK LEAVE, INSURANCE, SOCIAL SECURITY, RETIREMENT, PENSIONS, AND OTHER EMPLOYEE BENEFITS

STUDENT_____, SCHOOL_____

GRADE ____, DATE _____

VITAL CAREER INFORMATION CENTER
P. O. BOX 44064, CAPITOL STATION,
BATON ROUGE, LOUISIANA 70804

FORM 22

OCCUPATIONAL GOALS

RANK IN ORDER FROM HIGHEST(1) TO LOWEST (7) THE GOALS WHICH YOU WOULD LIKE TO REACH IN A CAREER, LISTED BELOW:

RANK	GOALS	DESCRIPTIONS
____	FINANCIAL GOAL	- WANT TO MAKE AS MUCH MONEY AS POSSIBLE - BE ABLE TO GET THE THINGS YOU WANT. - TO BUILD UP A COLLECTION, KEEP AND PRESERVE OBJECTS - HAVE SAVINGS, OR INVESTMENTS FOR FUTURE INCOME AND SECURITY
____	SOCIAL ACCEPTANCE GOAL	- WANT TO BE LOOKED UP TO OTHERS - RECEIVE ATTENTION OF OTHERS AND BE ACCEPTED BY THEM - GET OTHERS TO LIKE AND RESPECT YOU - FEEL NEEDED AND WANTED AS A MEMBER OF THE GROUP
____	AUTHORITY-POWER GOAL	- WANT TO BE A BOSS, SUPERVISOR, MANAGER, OR LEADER - BE ABLE TO CONTROL AND RUN THINGS - HAVE THE RIGHT TO LEAD PEOPLE OR TELL THEM WHAT TO DO AND THE WAY TO DO IT
____	WORK-CENTERED GOAL	- WANT TO LEARN ALL YOU CAN ABOUT A JOB AND HOW TO DO IT - DO A GOOD JOB SO YOU CAN GO AS FAR AS YOU CAN IN IT - ENJOY WORKING AT A JOB THAT YOU LIKE IN BUSINESS, INDUSTRY, GOVERNMENT, OR IN WORK ON YOUR OWN
____	SERVICE-CENTERED GOAL	- WANT TO HELP OR BE OF SERVICE TO OTHERS - BE ABLE TO TEACH OR TRAIN OTHERS - HELP DEFEND OR PROTECT OTHERS - ASSIST OTHERS TO IMPROVE THEMSELVES OR MEET THEIR PERSONAL NEEDS AS A PERSON AND MEMBER OF THE GROUP - GUIDE OR COUNSEL OTHERS TO HELP THEM SOLVE PROBLEMS ABOUT JOBS, SCHOOL, DEALING WITH OTHERS AND THEMSELVES - TREAT OTHERS TO IMPROVE THEIR HEALTH OR CONDITION
____	PERSONAL SUCCESS GOAL	- WANT TO MAKE A NAME FOR YOURSELF TO PLEASE YOU - BE SATISFIED WITH YOURSELF BY REACHING THE OBJECTIVE YOU SET FOR YOURSELF IN YOUR JOB OR CAREER - MAKE THE MOST OF WHAT YOU HAVE LEARNED AND ARE ABLE TO DO WELL IN A JOB OR CAREER - USE YOUR TALENTS, OR THE WAYS YOU THINK, LOOK AND ACT TO EXPRESS YOUR FEELINGS, AND IDEAS BY PERFORMANCES, WRITING, DRAWING, SINGING AND/OR PLAYING GAMES WELL
____	FAMILY-CENTERED GOAL	- WANT TO PROVIDE YOUR FAMILY A GOOD HOME LIFE - KEEP YOUR WAY OF LIFE GOING IN YOUR FAMILY

STUDENT_____, SCHOOL_____,GRADE__

DATE_____

FORM 23

DIMENSIONS OF VOCATIONAL NEEDS

Ask Yourself: How important is it to an ideal job for me, the kind of job I would most like to have?

Check the box on the right indicating the degree of importance you would personally attach to each item.

	Very Important 1.	Important 2.	Un-important 3.	Neither Important Nor Un-important 4.	Very Un-important 5.
1. Ability Utilization: I could do something that makes use of my abilities.					
2. Achievement: The job could give me a feeling of accomplishment.					
3. Activity: I could be busy all the time.					
4. Advancement: The job would provide an opportunity for advancement.					
5. Authority: I could tell people what to do.					
6. Company Policies & Practices: The company would administer its policies fairly.					
7. Compensation: My pay would compare well with that of other workers.					
8. Co-workers: My co-workers would be easy to make friends with.					
9. Creativity: I could try out some of my own ideas.					

	Very Important 1.	Important 2.	Un-important 3.	Neither Important Nor Un-important 4.	Very Un-important 5.
10. Independence: I could work alone on the job.					
11. Moral Values: I could do the work without feeling that it is morally wrong.					
12. Recognition: I could get recognition for the work I do.					
13. Responsibility: I could make decisions on my own.					
14. Security: The job would provide for steady employment.					
15. Social Service: I could do things for other people.					
16. Social Status: I could be "somebody" in the community.					
17. Supervision-Human Relations: My boss would back up his men (with top management).					
18. Supervision-Technical: My boss would train his men well.					
19. Variety: I could do something different every day.					
20. Working Conditions: The job would have good working conditions.					

FORM 24. PEER EVALUATION

I am interested in learning more about how I work in a group. Would you please help me rate my behavior in this group? My name:_____

1. Behavior - observed very often
2. Behavior - observed often
3. Behavior - observed some
4. Behavior - observed little
5. Behavior - observed none

	Very Often 1.	Often 2.	Some 3.	Little 4.	None 5.
1. Honest with other members.					
2. Contributes to the group.					
3. Expresses self clearly.					
4. Summarizes what is happening.					
5. Yields to group pressure, conforms.					
6. Provides helpful feedback to group members.					
7. Listens with understanding to what others say.					
8. Takes lead in selecting topics.					
9. Shows interest in people and their ideas.					
10. Knows when to talk and when to listen.					
11. Helps others feel at ease.					
12. Helps group to stay on subject.					
13. Shows that he likes us.					
14. Tends to wander off the topic.					
15. Annoys others.					
16. Sets himself apart from the group.					
17. Runs away when faced with a problem.					
18. Shows evidence of being well-informed regarding the task.					
19. Contributes ideas that move the group toward its goal.					
20. Applies knowledge to solution of problems.					
21. Functions, in general, as a helpful and productive group member.					

FORM 25

KNOWLEDGES AND SKILLS NEEDED IN AN OCCUPATION

KNOWLEDGES AND SKILLS - LANGUAGE ARTS

DIRECTIONS: WRITE CODE LETTER(S) IN SPACES ON RIGHT TO INDICATE THE DEGREE OR AMOUNT OF KNOWLEDGE AND/OR SKILL NEEDED FOR THE PARTICULAR OCCUPATION. (CODE SCHOOL LEVEL: E - ELEMENTARY; JH- JUNIOR HIGH; SH - SENIOR HIGH SCHOOL; C-COLLEGE)

OCCUPATION: _____

		RATING				
		Very High	High	Moderate	Low	None
		1.	2.	3.	4.	5.
6. EVALUATION	1. MAKE JUDGEMENTS ON:					
	a. TECHNIQUES USED BY A SPEAKER IN ORAL PRESENTATIONS					
	b. INVOLVING THE COMPARISON OF READING SELECTIONS TO PERSONAL EXPERIENCES					
	c. GROUP DISCUSSIONS ON BASIS OF TECHNIQUES AND CONTENT					
	d. PERFORMANCE OF A MODERATOR IN A DISCUSSION					
	e. OPTIONS OF JOB OPPORTUNITIES ON BASIS OF INTERESTS, GOALS					
	f. READING MATERIALS					
	2. COMPARE AND/OR CONTRAST:					
	a. DIFFERENT AUTHORS' STYLES OF WRITING					
	b. ONE PERSON OR THING WITH ANOTHER PERSON OR THING					
	c. COMPARE AND EVALUATE MAJOR ALTERNATIVES					
	d. WRITTEN STATEMENTS, EDITORIALS, NEWS ARTICLES					
	e. THE RELEVANCY OF SCHOOL SUBJECTS TO PRESENT-DAY WORLD					
	3. INFER THE AUTHOR'S PURPOSE IN A BOOK OR ESSAY					
5. SYNTHESIS	1. COMBINE CONCEPTS, PRINCIPLES, GENERALIZATIONS BY ORGANIZING SENTENCES AND PARAGRAPHS TO DEVELOP A TOPIC					
	2. PRODUCE A FACTUAL REPORT FROM NOTES AND OUTLINE					
	3. WRITE ORIGINAL STORIES, POEMS, COMPOSITIONS					
	4. DEVELOP DRAMATIC TECHNIQUES					
	5. DESIGN A METHOD FOR MASTERING THE SPELLING OF WORDS					
	6. EXPRESS IDEAS IN VARIOUS WAYS ORALLY AND IN WRITING					
	7. ORGANIZE WORK ASSIGNMENTS					
	8. WRITE A NEWS ARTICLE					
	9. TELL A PERSONAL EXPERIENCE EFFECTIVELY					
	10. PLAN A DEBATE, PANEL DISCUSSION					
	11. WRITE A RESEARCH PAPER					
4. ANALYSIS	1. READ CRITICALLY					
	2. MAKE INFERENCES DERIVED FROM A GIVEN PARAGRAPH					
	3. DETERMINE RELATIONSHIPS AMONG IDEAS IN A PARAGRAPH					
	4. DETERMINE FORM AND PATTERN IN A LITERARY WORK					
	5. PERCEIVE:					
	a. CONTENT AND SPEECH TECHNIQUES FROM ORAL PRESENTATIONS					
	b. DIFFERENCES IN WRITTEN PRESENTATIONS					
	c. AUTHOR'S INTENT OR POINT OF VIEW; HIDDEN MEANING					
	d. TECHNIQUES USED IN WRITTEN WORKS					
	6. ANALYZE:					
	a. VIEWPOINTS IN EDITORIALS, NEWS ARTICLES					
	b. WRITTEN AND ORAL PRESENTATIONS					
	c. OBSERVATIONS					
	d. TV PROGRAMS OR MOVIES					
	7. DIFFERENTIATE LIKENESSES AND DIFFERENCES					
	8. DEDUCE DETAIL IN WRITTEN AND ORAL PRESENTATIONS					
3. APPLICATION	1. READ WITH MEANING					
	2. WRITE WITH CLARITY					
	3. INTERACT VERBALLY WITH OTHERS					
	4. LISTEN INTENTIVELY					
	5. USE CORRECTLY:					
	a. SPELLING RULES					
	b. GRAMMATIC PRINCIPLES					
	c. PUNCTUATION AND CAPITALIZATION RULES					
	d. DICTIONARY AND REFERENCE MATERIALS					
	e. TECHNIQUES OF CREATIVE WRITING					
	6. FOLLOW ORAL AND WRITTEN INSTRUCTIONS, DIRECTIONS					
2. COMPREHENSION	1. INTERPRET:					
	a. WRITTEN INSTRUCTIONS, DIRECTIONS, AND INFORMATION					
	b. ORAL INSTRUCTION, DIRECTIONS, AND INFORMATION					
	c. PICTORIAL, GRAPHIC, AND SYMBOLIC INFORMATION					
	2. RECOGNIZE:					
	a. WORDS					
	b. SENTENCES					
	c. PARAGRAPHS					
	d. MAIN IDEAS					
	3. SUMMARIZE:					
	a. PARAGRAPHS					
	b. STORIES					
	c. REPORTS					

KNOWLEDGES AND SKILLS NEEDED IN AN OCCUPATION

KNOWLEDGES AND SKILLS - LANGUAGE ARTS (CONTINUED)

DIRECTIONS: WRITE CODE LETTER(S) IN SPACES ON RIGHT TO INDICATE THE DEGREE OR AMOUNT OF KNOWLEDGE AND/OR SKILL NEEDED FOR THE PARTICULAR OCCUPATION. (CODE SCHOOL LEVEL: E - ELEMENTARY; JH- JUNIOR HIGH; SH - SENIOR HIGH SCHOOL; C - COLLEGE)

OCCUPATION: _____

		RATING				
		Very High	High	Moderate	Low	None
		1.	2.	3.	4.	5.
2. COMPREHENSION	4. UNDERSTAND TECHNIQUES AND/OR RULES OF:					
	a. LISTENING - HOW AND WHEN TO LISTEN					
	b. SPEAKING - CONVERSE, GROUP DISCUSSIONS, ORAL REPORTS					
	c. WRITING - PRINT AND WRITE IN SCRIPT					
	d. READING - WORD RECOGNITION, MEANING, STRUCTURE					
	e. SPELLING - AGE APPROPRIATE WORDS					
	f. LANGUAGE - COMMUNICATE UNDERSTANDABLY					
	g. ENGLISH - CORRECT USUAGE					
	h. LITERATURE - STYLE, FICTION, NON-FICTION					
	i. CREATIVE WRITING - IMAGINATION, ORIGINAL, OWN IDEAS					
1. KNOWLEDGE	1. BASIC FUNDAMENTALS OF:					
	a. LISTENING					
	b. SPEAKING					
	c. HANDWRITING					
	d. READING					
	e. SPELLING					
	f. LANGUAGE					
	g. ENGLISH					
	h. LITERATURE					
	i. CREATIVE WRITING					
	2. FOLLOWING DIRECTIONS					
	3. BOOKS AND MATERIALS					

LANGUAGE
KNOWLEDGES AND SKILLS BASED UPON THE D.O.T.

Scale of General Education Development (GED)

LEVEL	REASONING DEVELOPMENT	Language Development	LANGUAGE DEVELOPMENT
6	Apply principles of logical or scientific thinking to a wide range of intellectual and practical problems. Deal with nonverbal symbolism (formulas, scientific equations, graphs, musical notes, etc.) in its most difficult phases. Deal with a variety of abstract and concrete variables. Apprehend the most abstruse classes of concepts.	Comprehension and expression of a level to —Report, write, or edit articles for such publications as newspapers, magazines, and technical or scientific journals. Prepare and draw up deeds, leases, wills, mortgages, and contracts. —Prepare and deliver lectures on politics, economics, education, or science. —Interview, counsel, or advise such people as students, clients, or patients, in such matters as welfare eligibility, vocational rehabilitation, mental hygiene, or marital relations. —Evaluate engineering technical data to design buildings and bridges.	Reading: Read literature, book and play reviews, scientific and technical journals, abstracts, financial reports, and legal documents. Writing: Write novels, plays, editorials, journals, speeches, manuals, critiques, poetry, and songs. Speaking: Conversant in the theory, principles, and methods of effective and persuasive speaking, voice and diction, phonetics, and discussion and debate.
5	Apply principles of logical or scientific thinking to define problems, collect data, establish facts, and draw valid conclusions. Interpret an extensive variety of technical instructions in mathematical or diagrammatic form. Deal with several abstract and concrete variables.		Same as Level 6.
4	Apply principles of rational systems[1] to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Interpret a variety of instructions furnished in written, oral, diagrammatic, or schedule form.	Comprehension and expression of a level to —Transcribe dictation, make appointments for executive and handle his personal mail, interview and screen people wishing to speak to him, and write routine correspondence on own initiative. —Interview job applicants to determine work best suited for their abilities and experience, and contact employers to interest them in services of agency. —Interpret technical manuals as well as drawings and specifications, such as layouts, blueprints, and schematics.	Reading: Read novels, poems, newspapers, periodicals, journals, manuals, dictionaries, thesauruses, and encyclopedias. Writing: Prepare business letters, expositions, summaries, and reports, using prescribed format and conforming to all rules of punctuation, grammar, diction, and style. Speaking: Participate in panel discussions, dramatizations, and debates. Speak extemporaneously on a variety of subjects.

3	Apply commonsense understanding to carry out instructions furnished in written, oral, or diagrammatic form. Deal with problems involving several concrete variables in or from standardized situations.	Comprehension and expression of a level to —File, post, and mail such material as forms, checks, receipts, and bills. —Copy data from one record to another, fill in report forms, and type all work from rough draft or corrected copy. —Interview members of household to obtain such information as age, occupation, and number of children, to be used as data for surveys, or economic studies. —Guide people on tours through historical or public buildings, describing such features as size, value, and points of interest.	Reading: Read a variety of novels, magazines, atlases, and encyclopedias. Read safety rules, instructions in the use and maintenance of shop tools and equipment, and methods and procedures in mechanical drawing and layout work. Writing: Write reports and essays with proper format, punctuation, spelling, and grammar, using all parts of speech. Speaking: Speak before an audience with poise, voice control, and confidence, using correct English and well-modulated voice.
2	Apply commonsense understanding to carry out detailed but uninvolved written or oral instructions. Deal with problems involving a few concrete variables in or from standardized situations.		Reading: Passive vocabulary of 5,000–6,000 words. Read at rate of 190–215 words per minute. Read adventure stories and comic books, looking up unfamiliar words in dictionary for meaning, spelling, and pronunciation. Read instructions for assembling model cars and airplanes. Writing: Write compound and complex sentences, using cursive style, proper end punctuation, and employing adjectives and adverbs. Speaking: Speak clearly and distinctly with appropriate pauses and emphasis, correct pronunciation, variations in word order, using present, perfect, and future tenses.
1	Apply commonsense understanding to carry out simple one- or two-step instructions. Deal with standardized situations with occasional or no variables in or from these situations encountered on the job.	Comprehension and expression of a level to —Learn job duties from oral instructions or demonstration. —Write identifying information, such as name and address of customer, weight, number, or type of product, on tags, or slips. —Request orally, or in writing, such supplies as linen, soap, or work materials.	Reading: Recognize meaning of 2,500 (two- or three-syllable) words. Read at rate of 95-120 words per minute. Compare similarities and differences between words and between series of numbers. Writing: Print simple sentences containing subject, verb, and object, and series of numbers, names, and addresses. Speaking: Speak simple sentences, using normal word order, and present and past tenses.

KNOWLEDGES AND SKILLS NEEDED IN AN OCCUPATION

KNOWLEDGES AND SKILLS - MATHEMATICS

DIRECTIONS: WRITE CODE LETTER(S) IN SPACES ON RIGHT TO INDICATE THE DEGREE OR AMOUNT OF KNOWLEDGE AND/OR SKILL NEEDED FOR THE PARTICULAR OCCUPATION. (CODE SCHOOL LEVEL: E - ELEMENTARY; JH- JUNIOR HIGH; SH - SENIOR HIGH SCHOOL; C-COLLEGE).

OCCUPATION: _____

			RATING				
			Very High	High	Moderate	Low	None
			1.	2.	3.	4.	5.
6.	EVALUATION	1. EVALUATE:					
		a. DETERMINANT FACTORS					
		b. CONSUMER BUYING					
		c. COST OF LIVING					
		2. MAKE DECISIONS CONCERNING:					
		a. PERSONAL FINANCES					
		b. COMPARATIVE BUYING					
		c. COST ESTIMATING					
		d. PROBLEM SOLVING					
		3. APPRAISE:					
		a. BUSINESS, INDUSTRIAL, FINANCIAL MARKET QUOTATIONS					
		b. VALUE OF THE DOLLAR					
		4.a. JUDGE THE ADEQUACY WITH WHICH CONCLUSIONS ARE SUPPORTED BY STATISTICAL DATA					
		b. JUDGE LOGICAL FALLACIES IN STATISTICAL DATA					
		5.a. COMPARE INTEREST RATES OF MONEY LENDERS					
		b. COMPARE EARNINGS FROM PAYMENTS PER HOUR VERSUS PIECEWORK					
		c. COMPARE COST OF NEW VERSUS COST OF OLD ITEMS					
		d. COMPARE NUMERICAL VALUES (LOWEST-HIGHEST; LARGEST-SMALLEST)					
5.	SYNTHESIS	1. DESIGN TABLES, GRAPHS, AVERAGES, AND OTHER DATA					
		2. PLAN NEW SOLUTIONS TO NUMERICAL PROBLEMS					
		3. PRODUCE GRAPHIC REPRESENTATIONS					
		4. DEVELOP FORMULAS					
		5. PREPARE FLOW CHARTS					
		6. PLAN GEOMETRIC EXPERIMENTS					
		7. PLAN PERSONAL FINANCES (BUDGETS)					
		8. ORGANIZE STATISTICAL DATA					
		9. COMBINE CONCEPTS, PRINCIPLES, GENERALIZATIONS IN PROBLEM SOLVING					
4.	ANALYSIS	1. DETERMINE PROCEDURES IN PROBLEM SOLVING					
		2. EVALUATE THE RELEVANCY OF DATA					
		3. DRAW CONCLUSIONS REGARDING PROBLEMATIC SITUATIONS					
		4. ANALYZE MATHEMATICAL SOLUTIONS					
		5. FORM GENERALIZATIONS FROM CONCEPTS					
		6. DETERMINE BASIC ARITHMETIC REASONING					
		7. DIFFERENTIATE BETWEEN MATHEMATICAL CONCEPTS AND OPERATIONS					
3.	APPLICATION	1. MAKE GRAPHIC REPRESENTATIONS OF NUMERICAL QUANTITIES					
		2. USE MEASUREMENT EQUIVALENTS, RATIOS, AND PROPORTIONS					
		3. READ DISPLAYS AND SCALES (CALENDARS, SCORE BOARDS, MULTIMETERS)					
		4. PERFORM MATHEMATICAL MANIPULATIONS					
		5. SOLVE MATHEMATICAL PROBLEMS:					
		a. USE BASIC MATH FACTS					
		b. COMPUTE					
		c. CALCULATE					
2.	COMPREHENSION	1. UNDERSTAND MATHEMATICAL TERMS					
		2. UNDERSTAND THE USE OF:					
		a. WHOLE NUMBERS					
		b. PLACE VALUE					
		c. FRACTIONS					
		d. MEASUREMENT					
		e. GEOMETRIC CONCEPTS					
		f. ALGEBRAIC CONCEPTS					
		g. PERCENTAGE FORMULAS					
		h. CALCULUS					
		i. STATISTICS					
		j. TIME AND CHRONOLOGY					
1.	KNOWLEDGE	1. MATHEMATICAL TERMS					
		2. BASIC MATH FACTS					
		3. NUMERICAL AND ALGEBRAIC FACTS					
		4. GRAPHICS					
		5. GEOMETRY					
		6. SETS AND LOGIC					
		7. PROBLEM SOLVING					
		8. TIME AND CHRONOLOGY					
		9. FRACTIONS					
		10. MATH SYMBOLS					

MATHEMATICS

KNOWLEDGES AND SKILLS BASED UPON THE D.O.T.
Scale of General Education Development (GED)

LEVEL	REASONING DEVELOPMENT	Mathematical Development	MATHEMATICAL DEVELOPMENT
6	Apply principles of logical or scientific thinking to a wide range of intellectual and practical problems. Deal with nonverbal symbolism (formulas, scientific equations, graphs, musical notes, etc.) in its most difficult phases. Deal with a variety of abstract and concrete variables. Apprehend the most abstruse classes of concepts.	Apply knowledge of advanced mathematical and statistical techniques such as differential and integral calculus, factor analysis, and probability determination, or work with a wide variety of theoretical mathematical concepts and make original applications of mathematical procedures, as in empirical and differential equations.	Advanced calculus: Work with limits, continuity, real number systems, mean value theorems, and implicit function theorems. Modern algebra: Apply fundamental concepts of theory of groups, rings, and fields. Work with differential equations, linear algebra, infinite series, advanced operations methods and functions of real and complex variables. Statistics: Work with mathematical statistics, mathematical probability and applications, experimental design, statistical inference and econometrics.
5	Apply principles of logical or scientific thinking to define problems, collect data, establish facts, and draw valid conclusions. Interpret an extensive variety of technical instructions in mathematical or diagrammatic form. Deal with several abstract and concrete variables.		Algebra: Work with exponents and logarithms, linear equations, quadratic equations, mathematical induction and binomial theorem, and permutations. Calculus: Apply concepts of analytic geometry, differentiations and integration of algebraic functions with applications. Statistics: Apply mathematical operations to frequency distributions, reliability and validity of tests, normal curve, analysis of variance, correlation techniques, chi square application and sampling theory and factor analysis.
4	Apply principles of rational systems[1] to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Interpret a variety of instructions furnished in written, oral, diagrammatic, or schedule form.	Perform ordinary arithmetic, algebraic, and geometric procedures in standard, practical applications.	Algebra: Deal with system of real numbers, linear, quadratic, rational, exponential, logarithmic, angle and circular functions and inverse functions; related algebraic solution of equations and inequalities, limits and continuity, and probability and statistical inference. Geometry: Deductive axiomatic geometry, plane and solid; and rectangular coordinates. Shop Math: Practical application of fractions, percentages, ratio and proportion, mensuration, logarithms, slide rule, practical algebra, geometric construction, and essentials of trigonometry.

3	Apply commonsense understanding to carry out instructions furnished in written, oral, or diagrammatic form. Deal with problems involving several concrete variables in or from standardized situations.	Make arithmetic calculations involving fractions, decimals and percentages.	Compute discount, interest, profit, and loss; commission, markup, and selling price; ratio and proportion, and percentage. Calculate surfaces, volumes, weights, and measures. Algebra: Calculate variables and formulas; monomials and polynomials; ratio and proportion variables; and square roots and radicals. Geometry: Calculate plane and solid figures; circumference, area, and volume. Understand kinds of angles, and properties of pairs of angles.
2	Apply commonsense understanding to carry out detailed but uninvolved written or oral instructions. Deal with problems involving a few concrete variables in or from standardized situations.	Use arithmetic to add, subtract, multiply, and divide whole numbers.	Add, subtract, multiply, and divide all units of measure. Perform the four operations with like common and decimal fractions. Compute ratio, rate, and percent. Draw and interpret bar graphs. Perform arithmetic operations involving all American monetary units.
1	Apply commonsense understanding to carry out simple one- or two-step instructions. Deal with standardized situations with occasional or no variables in or from these situations encountered on the job.	Perform simple addition and subtraction, reading and copying of figures, or counting and recording.	Add and subtract two digit numbers. Multiply and divide 10's and 100's by 2, 3, 4, 5. Perform the four basic arithmetic operations with coins as part of a dollar. Perform operations with units such as cup, pint, and quart; inch, foot, and yard; and ounce and pound.

KNOWLEDGES AND SKILLS NEEDED IN AN OCCUPATION

KNOWLEDGES AND SKILLS - SCIENCE

DIRECTIONS: WRITE CODE LETTER(S) IN SPACES ON RIGHT TO INDICATE THE DEGREE OR AMOUNT OF KNOWLEDGE AND/OR SKILL NEEDED FOR THE PARTICULAR OCCUPATION. (CODE SCHOOL LEVEL: E - ELEMENTARY; JH- JUNIOR HIGH; SH - SENIOR HIGH SCHOOL; C - COLLEGE)

OCCUPATION: _____

		RATING				
		Very High	High	Moderate	Low	None
		1.	2.	3.	4.	5.
6. EVALUATION	1. MAKE JUDGEMENTS ON:					
	a. NEED FOR CONTROL OF HIS ENVIRONMENT					
	b. CHARACTERISTICS OF PROPERTIES					
	c. ORAL AND WRITTEN INFORMATION OR REPORTS					
	2. MAKE DECISIONS IN TERMS OF RELEVANT CRITERIA					
	3. DECIDE ON FACTORS USED AS DETERMINANTS					
	4. USE DATA AND CRITERIA TO MAKE DECISIONS					
	5. DECIDE SEQUENCE OF PERFORMING EXPERIMENTS					
	6. MAKE DECISION ON SCIENCE EQUIPMENT NEEDED					
	7. EVALUATE THE EXTENT SCIENCE METHODS ARE USED					
5. SYNTHESIS	1. DESIGN EXPERIMENTS					
	2. DESIGN AND PRESENT DEMONSTRATIONS					
	3. DESIGN SCHEMATIC REPRESENTATION					
	4. DESIGN PROCEDURES FOR STUDYING PROBLEMS					
	5. DESIGN INVESTIGATION OF PROBLEMS					
	6. PRODUCE NEW IDEAS OR PLANS FOR SOLUTION OF PROBLEMS					
	7. COMBINE CONCEPTS, GENERALIZATIONS, PRINCIPLES					
	8. ORGANIZE INFORMATION AND IDEAS					
4. ANALYSIS	1. DETECT LOGICAL ERRORS, UNSTATED ASSUMPTIONS					
	2. QUESTION UNSUPPORTED GENERALIZATIONS					
	3. ANALYZE INFORMATION AND DEFINE PROBLEM					
	4. FORM GENERALIZATIONS REGARDING CONCEPTS AND PRINCIPLES					
	5. DETERMINE LOGICAL FALLACIES IN REASONING					
	6. DISTINGUISH BETWEEN FACTS AND INFERENCES					
	7. ANALYZE LAWS AND PRINCIPLES					
3. APPLICATION	1. APPLY FACTS, CONCEPTS, LAWS, PRINCIPLES					
	2. USE SUITABLE SCIENCE TERMS					
	3. USE SUITABLE SCIENCE EQUIPMENT					
	4. CLASSIFY A GROUP OF OBJECTS					
	5. USE SYMBOLS TO EXPRESS, RECORD, AND INTERPRET DATA					
	6. PREPARE DEMONSTRATIONS					
	7. PERFORM EXPERIMENTS					
	8. USE APPROPRIATE CATEGORIES TO ORGANIZE KNOWLEDGE					
	9. MAKE ORAL AND WRITTEN REPORTS					
2. COMPREHENSION	1. RECOGNIZE SCIENTIFIC TERMS					
	2. EXPLAIN OPERATION OF SCIENCE EQUIPMENT					
	3. DESCRIBE COMMON CHARACTERISTICS OF ELEMENTS					
	4. EXPLAIN OBSERVATIONS OF NATURAL PHENOMENA					
	5. INTERPRET SCIENTIFC INFORMATION					
	A. DESCRIBE PROPERTIES, FEATURES, AND STRUCTURES OF OBJECTS					
	B. UNDERSTAND SPECIFICS, PROCEDURES, AND PRINCIPLES					
	C. INTERPRET EFFECT OF SCIENCE AND TECHNOLOGY ON SOCIETY					
	D. MAKE APPROPRIATE GENERALIZATIONS					
	I. RECOGNIZE TECHNIQUES OF OBSERVING, MEASURING, CLASSIFYING					
	II. DESCRIBE SCIENTIFIC PROBLEMS AND ISSUES					
1. KNOWLEDGE	1. SCIENTIFIC TERMS					
	2. NAMES OF EQUIPMENT					
	3. LIFE SCIENCE					
	4. PHYSICAL SCIENCE					
	5. EARTH SCIENCE					
	6. SCIENTIFIC SYMBOLS					
	7. LAWS AND PRINCIPLES					
	8. BASIC CONCEPTS					
	9. COMMON APPROACHES TO SCIENTIFIC INQUIRY					
	I. FUNDAMENTAL TECHNIQUES ASSOCIATED WITH INQUIRY					
	a. OBSERVING					
	b. MEASURING					
	c. CLASSIFYING					
	d. COMMUNICATING					
	e. PREDICTING					
	f. INFERRING					
	g. APPROPRIATE SOURCES OF INFORMATION					
	II. SCIENTIFIC ENTERPRISE					

KNOWLEDGES AND SKILLS NEEDED IN AN OCCUPATION

KNOWLEDGES AND SKILLS - SOCIAL STUDIES

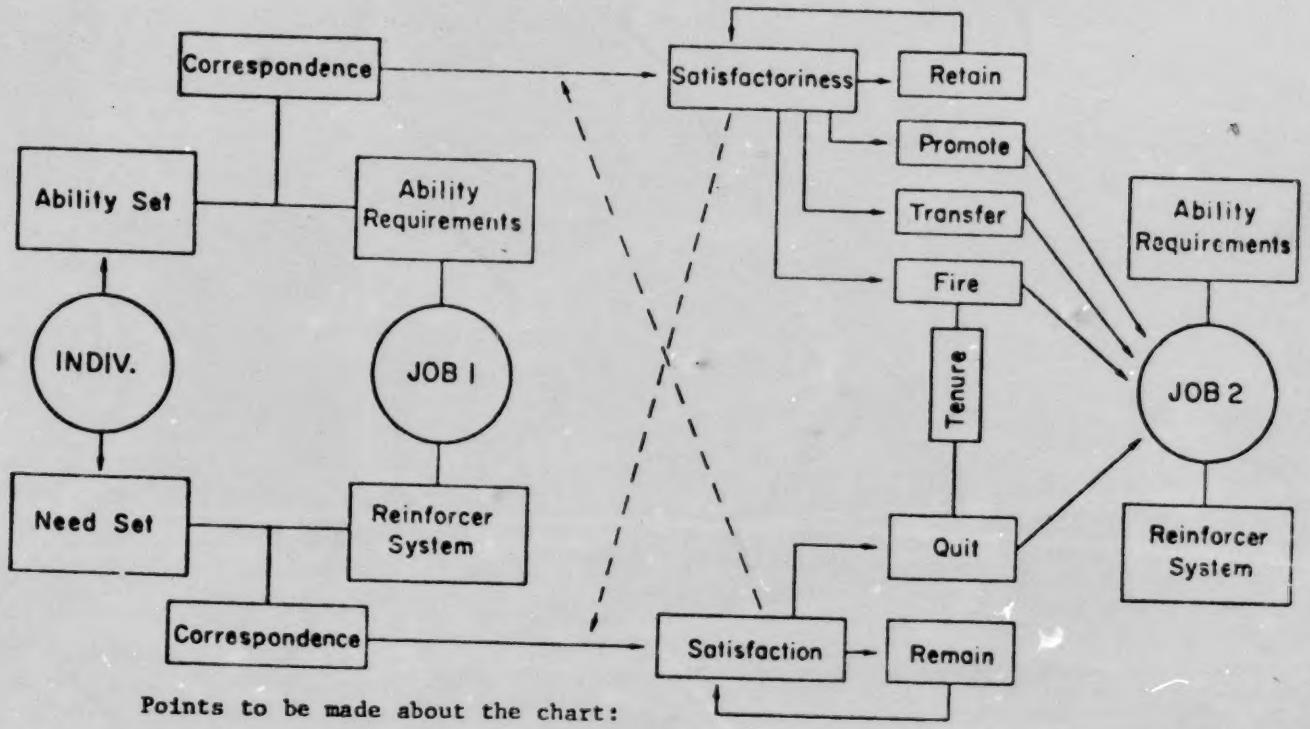
DIRECTIONS: WRITE CODE LETTER(S) IN SPACES ON RIGHT TO INDICATE THE DEGREE OR AMOUNT OF KNOWLEDGE AND/OR SKILL NEEDED FOR THE PARTICULAR OCCUPATION. (CODE SCHOOL LEVEL: E - ELEMENTARY; JH- JUNIOR HIGH; SH - SENIOR HIGH SCHOOL; C - COLLEGE)

OCCUPATION: _____

		RATING				
		Very High	High	Moderate	Low	None
		1	2	3	4	5
6. EVALUATION	1. MAKE JUDGEMENTS ON:					
	a. SOLUTIONS TO PROBLEMS					
	b. PERSONAL DECISIONS BASED ON RELIABLE DATA					
	c. POSSIBLE CAREER CHOICES					
	d. ETHNIC GROUP PROGRESS					
	e. CURRENT ISSUES					
	f. HUMAN BEHAVIOR					
	g. MAJOR THEORIES, GENERALIZATIONS, FACTS					
	h. ACCURACY IN REPORTING FACTS					
	i. STANDARDS					
5. SYNTHESIS	1. PERCEIVE:					
	a. COMPONENTS AND RELATIONSHIP IN CONFLICT					
	b. INDIVIDUAL VALUES AND SOCIAL CONTROL					
	c. CULTURAL DIFFERENCES					
	2. FORMULATE GENERALIZATIONS AND HYPOTHESES CAPABLE OF BEING TESTED					
	3. ORGANIZE INFORMATION AND IDEAS					
	4. PLAN OR PROPOSE SOLUTION TO SOCIAL PROBLEMS					
	5. MAKE VISUAL REPRESENTATIONS					
	6. INTEGRATE LEARNING FROM DIFFERENT AREAS					
4. ANALYSIS	1. DISTINGUISH FACTS FROM OPINION, RELEVANT FROM IRRELEVANT, RELIABLE FROM UNRELIABLE					
	2. DETECT LOGICAL ERRORS, UNSTATED ASSUMPTIONS, UNWARRENTED ASSERTIONS					
	3. QUESTION UNSUPPORTED GENERALIZATIONS					
	4. ANALYZE STATEMENTS ON THE BASIS OF BIAS AND CLARITY					
	5. EXAMINE REASONS FOR CONTRADICTIONS					
3. APPLICATION	1. USE DATA AND EVALUATIVE CRITERIA TO MAKE DECISIONS					
	2. OBTAIN INFORMATION FROM A VARIETY OF SOURCES					
	3. RAISE QUESTIONS AND SEEK ANSWERS					
	4. USE INFORMATION SOURCES AS REQUIRED					
	5. DISCUSS CURRENT ISSUES					
	6. USE STEPS IN PROBLEM-SOLVING					
	7. PARTICIPATE IN DEBATES					
	8. LOCATE AND ORGANIZE INFORMATION					
	9. ACQUIRE INFORMATION THROUGH READING, LISTENING, OBSERVING					
	10. SPEAK WITH ACCURACY AND POISE					
	11. WRITE WITH CLARITY AND EXACTNESS					
	12. INTERPRET PICTURES, CHARTS, GRAPHS, TABLES, MAPS, GLOBES					
	13. APPLY PROBLEM-SOLVING AND CRITICAL THINKING SKILLS TO SOCIAL ISSUES					
	14. WORK COOPERATIVLY WITH OTHERS					
	15. TAKE RESPONSIBILITY FOR OWN PERSONAL DEVELOPMENT					
2. COMPREHENSION	1. UNDERSTAND SOCIAL STUDIES TERMS					
	2. UNDERSTAND FACTS AND PRINCIPLES					
	3. UNDERSTAND TIME AND CHRONOLOGY					
	4. INTERPRET VERBAL MATERIAL					
	5. INTERPRET CHARTS, GRAPHS, TABLES, MAPS, GLOBES					
	6. RECOGNIZE PROBLEMS AND ISSUES					
	7. ESTIMATE FUTURE TRENDS OR CONSEQUENCES IMPLIED IN DATA					
	8. JUSTIFY METHODS AND PROCEDURES					
	9. DISTINGUISH BETWEEN TYPES OF PICTORIAL MATERIAL					
	10. COMMUNICATE ORALLY AND IN WRITING					
1. KNOWLEDGE	1. SOCIAL STUDIES TERMS					
	2. BASIC CONCEPTS					
	3. SPECIFIC FACTS					
	4. TIME AND CHRONOLOGY					
	5. PROBLEM-SOLVING/CRITICAL-THINKING					
	6. HUMAN RELATIONSHIP					
	7. PERSONAL DEVELOPMENT					
	8. STRUCTURE AND FUNCTIONS OF GOVERNMENT					
	9. MAPS AND GLOBES					
	10. COOPERATION					

FORM 26 A

WORK ADJUSTMENT



Points to be made about the chart:

a. Jobs can be described in terms of the abilities required (e.g., clerical skills, ability to sell, mathematical ability, etc.).

b. Individuals can be described in terms of the abilities they have (e.g., clerical, artistic, technical knowledge, etc.).

c. "Satisfactoriness" — the employer's evaluation of the employees — depends on the correspondence between the abilities required and the abilities possessed by employees.

d. Jobs can also be described in terms of the "reinforcers" or rewards that are available to workers (e.g., responsibility, social service, variety, etc.).

e. Individuals can be described in terms of the psychological needs they have (e.g., advancement, variety, authority). (See list in Appendix to this unit).

f. Job "satisfaction" depends on the extent to which a job provides the "reinforcers" or rewards which meet the individual's needs.

g. Satisfactoriness - ability to perform the job well - and satisfaction - the extent to which the job satisfies psychological needs - are interdependent. (E.g., If one performs well he is likely to get a sense of achievement, recognition, more responsibility, etc. Or, if one is satisfied he is more likely to be motivated to use his abilities in performing well.)

h. When one is choosing an occupation, he should consider whether he has the abilities required and if the occupation offers the rewards he seeks.

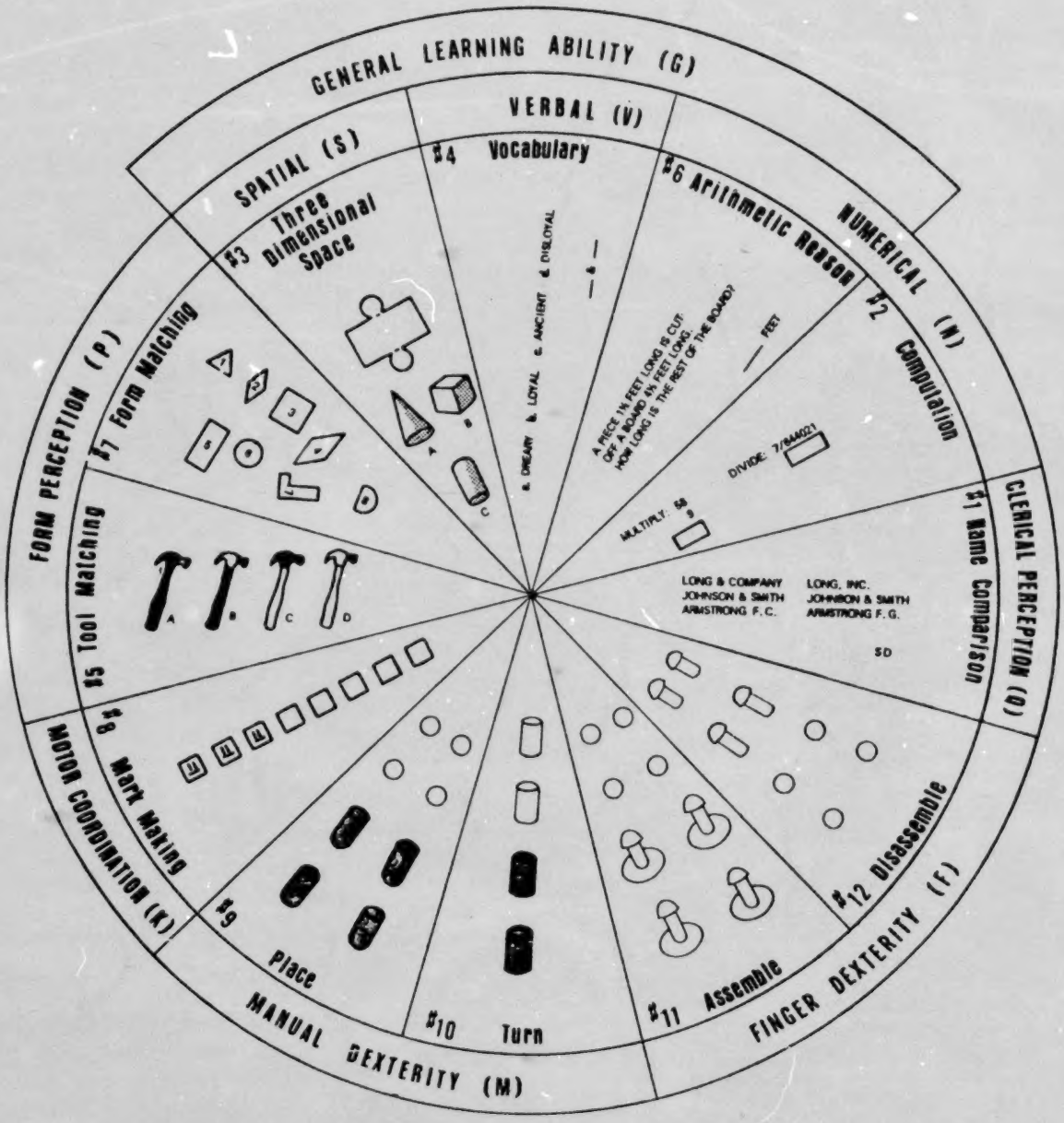
159 A

FORM 26 B

Aptitude-Parts Chart

The parts Chart below shows a sample item for each of the twelve test parts of the General Aptitude Test Battery. One purpose of the chart might be to help you recall your experiences in responding to each test part. Notice that there are nine aptitudes being measured by the GATB.

APTITUDE - PARTS CHART



VITAL CAREER INFORMATION CENTER
P. O. BOX 44064, CAPITOL STATION,
BATON ROUGE, LOUISIANA 70804

FORM 27

FORM FOR RATING OF UNIT ACTIVITIES
BY STUDENT

YOUR NAME:_____;TEACHER:_____;GRADE:___;DATE:____

Directions: For each statement listed below place a check mark (✓) under the word which you think tells how much this was done during the unit. Add any other comments for improvement of unit on back.

STATEMENT	RATINGS (Check one for each statement)				
	Very Much	Much	Some	Little	None
1. Helped me learn more about the opportunities for occupations and careers in the World of Work					
2. Helped me learn more about what you do; need to know; be able to do; what you deal with; when, where and how you use the skills needed in a job					
3. Helped me to learn more about my interests, abilities, personal strengths and limits which can be useful in studying about occupations and careers					
4. Helped me to learn how to find out more about the occupations and careers which I am interested in and have the abilities to learn					
5. Helped me to learn how to find out about other fields of work and related occupations and careers besides those covered in the unit					
6. Helped me to learn how to work with others in a group and in the class, to be used on the job					
7. Helped me to learn what personal ways of acting and doing things are needed for job success					
8. Helped me see how my present school subjects are useful in preparing for, getting, holding, and advancing in a career					
9. Helped me learn how to get the necessary information on occupations and careers so that I can compare the requirements with my abilities and make up my mind what I want to do					
10. Helped me to make plans for the subjects, skill-training, and knowledge I will need to have to get ready for occupations in which I am interested					
11. Helped me learn how to find out more about when, where, and how to get the training needed for different types of occupations and careers					
12. Helped to locate and use career resource persons, organizations, publications, and audio-visual aids					

160A

STUDENT SELF-GRADING SHEET

ON OCCUPATIONS UNIT OR CAREER COURSE ACTIVITY RELATED TO A COMPANY ORGANIZATION

NAME_____ OCCUPATION_____

Obtaining a job is often a big problem, but more important is your ability to keep your job and fulfill your employer's expectations.

The following check list will allow you an opportunity to evaluate your work habits during this unit.

Think over each question carefully and try to see yourself as your employer would evaluate you. Rate yourself on each question by writing in the blank one of the following numbers for the rating which best fits you on the question as it relates to the job you have done in school on this unit:
(1) always, (2) most of the time, (3) some of the time, (4) little, (5) none

___ 1. Did I come to work on time each day?

___ 2. Did I get right to work?

___ 3. Was I honest with the supplies?

___ 4. Did I make all days of work?

___ 5. Did I follow company rules? (school/ class/ group rules)

___ 6. Did I get along well with others?

___ 7. Did I do my fair share of work?

___ 8. Was I willing to learn how to do new things?

___ 9. Did I take care of my equipment, supplies, and working place?

___10. Did I complete each job on time?

___11. Did I keep others from working?

___12. Was I courteous to my fellow workers?

___13. Was I friendly and cheerful without wasting time?

___14. Was I willing to help others when they needed it?

___15. Did I show respect for the things other people knew that I did not know?

___16. Did I take criticism without becoming upset?

___17. Did I follow orders and instructions?

___18. Did I use safety and health care?

___19. Did I keep neat and dress appropriately for the work?

FORM 28
STUDENT INFORMATION FORM

(Suggested Layout for Coding and Data Processing Form)

CARD 1

1-20 NAME (Last, First, Middle Initial)	21-22 SEX	23-29 BIRTH DATE		
	M F	MO.	DAY	YR.
30- PERSONAL QUALIFICATIONS FOR WORK (Yes, Not Sure, No)				
Occupational Title	D.O.T. Number			
Answers to Questions				
A B C D E F G H I J K L M N O P Q				

CARD 2

1-20 ADDRESS (Street Number and Name)	21-25 P.O.Box No.	
26-35 CITY	36-50 PARISH	51-55 ZIP CODE
56-65 PHONE (Area, Local)		

CARD 3 1-80 SCHOOL DATA

SCHOOL NAME (20)	GRADE LEVEL (13) K 1 2 3 4 5 6 7 8 9 10 11 12
SCHOOL ADDRESS (20) (Street number and name)	
CITY(10)	PARISH (5 ; (Abrv.) ZIP (5) DATE (Mo. Day Yr.) (7)

CARD 4

1-20 CAREER FIELD (1)	21-26 DOT CODE NO.
27-46 CAREER FIELD (2)	47-52 DOT CODE NO.
53-71 CAREER FIELD (3)	72-78 DOT CODE NO.

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P. O. BOX 44064, CAPITOL STATION,
BATON ROUGE, LOUISIANA 70804

CARD

1-20 NAME (Last, First, Middle Initial)

21-30 MY SPECIAL INTEREST AREAS (Ranked on Scale of 1 (High) to 5(Low)

Outdoor	Mechanical	Computational	Scientific	Persuasive	Artistic	Literary	Musical	Soc. Serv.	Clk

INTEREST ACTIVITIES (Ranked on Scale of 1(High) to 5 (Low)

1a Things/ Objects	1b Communicate With People	2a Deal With People/Sell	2b Scientific/ Technical	3a Doing Same Things Over	3b Think of/Create New Ideas/ Things
4a Helping and Serving People for their Good		4b Operating Equipment/ Make/Process Materials	5a Get Recognition/ Praise/ Attention		5b Produce Something of Value and Use

TEMPERAMENT (PERSONALITY CHARACTERISTICS) (Ranked on Scale of 1(High) to 5 (Low)

1. VARCH- Variety/ Change	2. REPSC- Repeat/ Sht. Cycle	3. USI- Under Specific Instruction	4. DCP- Direct/ Plan/ Control	5. DEPL-Deal With People	6. ISOL- Work Alone/Apart From Others	
7. INFLU- Influence/ Change Feelings, Opinions/Thoughts	8. PUS-Perform Under Stress/ Pressure/Risk	9. SJC-Using Sensory/Judgement Criteria	10 MVA-Measurable/Verifiable Criteria	11. FIF- Interpret feelings, ideas, facts in Own Terms		
12. STS- Set Limits, Tolerances, or Standards						

PERSONAL TRAITS (Ranked on Scale of 1 (High) to 5(Low)

1. Attractive/ Neat Appearance	2. Courteous/ Considerate	3. Dependable	4. Creative/ Initiative	5. Loyal	6. Remember- Recall Accurately	7. Follow Directions
8. Orderly/ Accurate	9. Self Control/ Confidence	10. Prompt	11. Friendly/ Pleasant	12. Tactful	13. Trustworthy	14. a. Other
14 b. Other						

MENTAL ABILITIES-APTITUDES (Ranked on Scale of 1(High) to 5 (Low)

1. G-General Learning	2. V-Verbal/ Word Use	3. N-Numerical Arith/Math	4. S-Spatial-Visualize 3-Sided Objects from pictures	5. P-Form-See Shapes/Shadings Widths/Lengths	6. Q-Clerical List, Sort, File, Check Words/Nmbrs
7. K-Motor Coordination Eyes-Hand-Ft.	8. F-Finger Dexterity to Handle, Move, Assemble	9. M-Manual Dexterity to Handle, Grasp, Turn, Move	10. E-Eye-Hand-Foot Coordination-Use Eyes to Move Hands-Feet Together	11. Color Discrimination See/match same, different colors and shades of color	

SCHOOL SUBJECTS (Ranked on Scale of 1 (High) to 5 (Low) - "KNOWLEDGES AND SKILLS"

1. Social Studies	2. English (Language Arts)	3. Mathematics/ Arithmetic	4. Science	5. Trade-Industrial Arts				
6. Vocational-Technical	7. Business-Clerical	8. Foreign Languages	9. Home Economics	10. Arts	11. Music	12. Other	13. Other	

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PHYSICAL ABILITIES (Ranked on Scale of 1 (High) to 5 (Low)

1. Standing	2. Walking	3. Sitting	4. Lifting	5. Carrying	6. Pushing	7. Pulling	8. Hand/Arm Use
9. Foot/Leg Use	10. Strength (Ranked on Scale of 1 (High) to 5 (Low) a. Very Heavy	b. Heavy	c. Medium	d. Light	e. Sedentary		
11. Climbing/ Balancing	12. Stooping	13. Kneeling	14. Crouching	15. Crawling	16. Reaching	17. Handling	
18. Using Fingers	19. Feeling by Touching	20. Talking	21. Hearing	22. Seeing- Acuity/ Clarity	23. Judging a. Distance	b. Deptn	
c. Field of Vision- U-D;L-R	d. Focus of Lens- Accomodation	24. Color Vision	25. Sense of Smell	26. Sense of Taste	27. Working Speed		
28. Physical Appearance (Looks)	29. Disabilities a.	b.	30. Other				

ENVIRONMENTAL AND WORKING CONDITIONS (Ranked on a scale from 1 (High) to 5 (Low)

1. Indoors	2. Outdoors	3. Inside Container (Inner Space)	4. Outside Container (Outer Space)	5. Deal With People	6. Be Around People
7. Work alone, by self	8. Extreme Cold With/Without Changes	9. Extreme Heat With/Without Changes	10. Wet and/or Humid	11. Noise and/or Vibration	
12. Mechanical Hazards	13. Electrical Hazards	14. Burn Hazards	15. Explosive Hazards	16. Radiant Energy Hazards (X-Rays)	17. Toxic/Allergy Hazards
18. Fumes	19. Odors	20. Dusts	21. Mists (liquid droplets in air)	22. Gases	23. Slow movement of air-Vent.	24. Moving Objects	
25. Cramped Quarters	26. Other	27. Other	28. Other	29. Other	30. Other		

HARD OCCUPATIONAL VALUES AND GOALS

1-7 RANKING OF OCCUPATIONAL VALUES (Ranked on a Scale of 1 (High) to 7 (Low)

Likes/Satisfies	Can Advance	Good Income	Be Recognized	Way of Life	Talents Used	Steady Work

8-14 RANKING OF GOALS TO BE REACHED FROM WORK IN OCCUPATION (Ranked on a Scale of 1 (H) to 7 (L)

Mostly Money to Get Things	Recognition/ Acceptance	Use Authority/ Control/Power	Learn/Achieve Most in Field	Help/Serve Others	Make Most of Self	Have/Raise Good Family

HOBBIES - LEISURE TIME ACTIVITIES

Creative Activities	Collecting Activities	Recreational Activities	Competitive Sports/Games	Non-Competit. Sports/Games	Spectator Activities	Social/Group Work Activities

MY TALENTS OR SPECIAL SKILLS (Working with Data/Ideas, People, Things (Level 1-3)

Data/Ideas	People	Things	Data and People	Data and Things	People and Things	Data, People & Things

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FORM 29 A

STUDENT EVALUATION BY TEACHER

Some of the objectives of the World of Work program are listed below. Please place a check (✓) in the columns to the right indicating how well you feel this goal was achieved by students.

	Excellent	Good	Average	Poor	None
1. To help students gain more information about the World of Work					
2. To aid students in better understanding their personal strengths and limitations with respect to occupations they observed					
3. To help students in planning their high school or technical school programs in order to reach tentative career goals					
4. To help students explore related fields of work and specific occupations in which they are interested					
5. Through class activities to teach students how to work better with others as well as other personal traits needed to be a successful jobholder in the future					
6. To help students understand the importance of their present school studies with respect to getting and holding jobs in the future					
7. To teach students how to go about making decisions					
8. To aid students in organizing and planning their career goals					
9. To acquaint students with the many types of educational and training opportunities there are available to them					
10. To acquaint students with the various books, periodicals, organizations and personnel that are available to help them in making career decisions					
TOTAL CHECKS FOR EACH COLUMN					

STUDENT_____

SUBJECT_____; GRADE _____

SCHOOL_____

DATE _____

FORM 29B STUDENT OCCUPATIONAL RATING SCALE ON OCCUPATIONS UNIT OR CAREER COURSE ACTIVITY

Teach_____ Date_____

Student's Name	WORKS INDEPENDENTLY	COMPLETES A TASK	WORKS WITH A GROUP	FOLLOWS WRITTEN INSTRUCTIONS	CORRECTLY ASSESSES OWN ABILITIES	MAKES REALISTIC LONG-RANGE GOALS	FULFILLS HIS OWN CONTRACTUAL OBLIGATIONS	MAKES DAILY CONTRIBUTIONS TOWARD GOALS	FOLLOWS RULES OF ORGANIZATION	RECALLS PERTINENT INFORMATION	MAKES ADEQUATE DECISIONS	TOTAL SCORE (Possible 48)	GRADE

FORM 30

RANDOM LOG OF CAREER DEVELOPMENT ACTIVITIES

Date _____
Project Educator _____
Non-Project Educator _____
Grade Level or Specialty _____

Career Development Activities	Total Number of Activities	Purpose Student Outcome Objectives	Time Involved
1. Classroom Activities			
A. Teacher Presentations			
B. Student Presentations			
C. Outside Resource Presentations			
D. Library Research			
E. Materials Display			
F. Audio-Visual Presentation			
G. Other _____			
_____			
_____			
2. School Activities			
A. Committee Meetings			
B. Faculty Meetings			
C. Parent Meetings (Include PTA)			
D. Individual Staff Conferences			
E. Indiv. Student Conferences			
F. Individual Parent Conferences			
G. Large Group Student Programs			
H. Other _____			
_____			
_____			
3. Community Activities			
A. Field Trip Planning			
B. Resource Speaker Planning			
C. Touring Work Stations			
D. Interviewing Workers			
E. Other _____			
_____			
_____			

FORM 31
PROGRAM REACTION SURVEY

☐ Project Educator

☐ Non-Project Educator

1. In what ways has the Career Development Program helped you to do a better job professionally?

   A. Increased my knowledge of career development concepts.
   B. Provided a vehicle for increasing curriculum relevancy.
   C. Provided useable materials for my work.
   D. Stimulated more team work.
   E. Increased community assistance in education.
   F. Other _____

   _____

   G. No help

2. Did you feel you had a voice in the implementation of the program, if you desired?

   ☐ Yes

   ☐ No

3. The amount of time required for this project was:

   ____ Too much
   ____ OK
   ____ Too little

4. The major objectives of the project as you see them are: (Check all appropriate answers)

   A. Meet national manpower needs.
   B. Develop specific student job skills before graduation.
   C. Integrate vocational and academic education.
   D. Help students select an occupation before graduation.
   E. Increase the use of community resources.
   F. Other _____

   _____

   G. Impossible to determine.

5. What are the highlights of the program? _____

6. In your opinion were the parents supportive in this program?

   ☐ Much ☐ Little

   ☐ Some ☐ None

FORM 32

COMMUNITY REACTION SURVEY

1. How has the Career Development Program helped you contribute more to the school and the students?

___ a. Increased my knowledge of career development concepts.
___ b. Made it easier for me to influence school curriculum.
___ c. Increased my knowledge of school objectives, materials, methods.
___ d. Other _____
___ e. No help.

2. Did you feel you had a voice in the implementation of the program if you desired?

☐ Yes

☐ No

3. The amount of time required for this project was:

___ Too much
___ OK
___ Too little

4. The major objectives of the project as you see them are: (Check all appropriate answers)

___ a. Meet national manpower needs
___ b. Develop specific student job skills before graduation
___ c. Integrate vocational and academic education
___ d. Help students select an occupation before graduation
___ e. Increase the use of community resources
___ f. Other _____
_____
___ g. Impossible to determine.

5. What are the highlights of the program? _____
_____

6. In your opinion is the school staff supportive of the program?

☐ Much ☐ Little

☐ Some ☐ No support

7. In your opinion are the parents supportive of the program?

☐ Much ☐ Little

☐ Some ☐ No support

-- Better prepares students for entry in labor market on realistic basis

-- Offers employers better qualified and occupationally oriented job applicants

-- Provides more applicants with potential for success and satisfaction on job

-- Tends to reduce employee dissatisfaction and turnover - improving stability and productivity of work force

-- Stimulates better student-teacher-counselor-parent relations - helping "bridge the gap"

-- Allows students a smoother change-over from school work to employment

-- Helps coordinate work of educators with employment counselors, personnel and resource people in the community

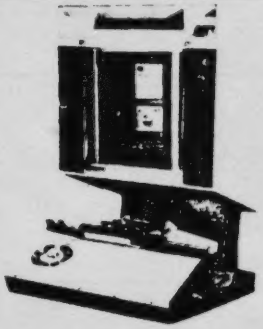
-- Establishes a means of encouraging and following-up the career development and progress of an individual throughout his work life

-- Provides a centrally located clearing house for local, regional, state, and national occupational and career development information

-- Brings together more effectively the services of all organizations and establishments which affect the education, guidance and employment of individuals.

For further information, see the vocational guidance counselor or other person responsible for the VITAL occupational information and career development program in your school or community.

The VITAL Career Information Center
State Department of Education
P. O. Box 44064
Capitol Station
Baton Rouge, Louisiana 70804



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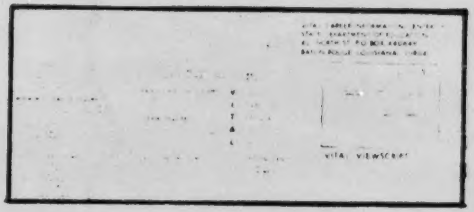

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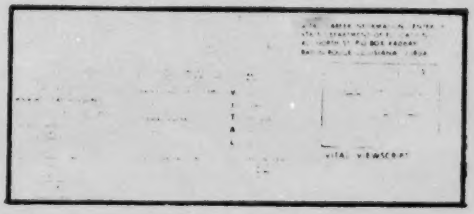

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WHAT IS VITAL TO YOU?

Vocational
Information
Techniques
Applied
Locally

by the

TABLE 10

Here's more about this service ---

What are the services of the VITAL Career Information Center?

Serves:

Students, Parents, Teachers, Counselors, Librarians, Administrators, Employers

Furnishes:

Schools -

-- Up-to-date, easy-to-use local occupational information

-- Reader-Printers for reading and printing out copies of microfilmed data

Students -

-- A wide range of reliable, current, pertinent local, regional, and national occupational information for vocational guidance

-- Educational requirements and training opportunities for jobs

-- Easily readable vocational orientation data for disadvantaged, dropout and handicapped

-- Economical print-outs of data selected from microfilm aperture card for further exploration and discussion with parents, counselors and teachers

-- Method of relating students' interests, abilities, aptitudes and aspirations realistically to jobs

Parents -

-- Opportunity to participate in children's vocational guidance by having access to print-outs of realistic occupational information

School Personnel -

-- Means of keeping up with job requirements, markets, pay scales

-- Way to have at fingertips a wide variety of information on world-of-work

-- Equipment to encourage students' vocational guidance

-- Sources of publications and materials on occupations

-- Names of persons to contact in business, industry and government for further information on jobs and field trip arrangements

-- Methods and materials for including vocational guidance in curriculum planning, development, and instruction

Values Rendered:

-- Increases availability of relevant, reliable, readable local occupational information

-- Broadens knowledge of "world of work"

-- Allows exploration of many occupations

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Parents -

-- Opportunity to participate in children's vocational guidance by having access to print-outs of realistic occupational information

School Personnel -

-- Means of keeping up with job requirements, markets, pay scales

-- Way to have at fingertips a wide variety of information on world-of-work

-- Equipment to encourage students' vocational guidance

-- Sources of publications and materials on occupations

-- Names of persons to contact in business, industry and government for further information on jobs and field trip arrangements

-- Methods and materials for including vocational guidance in curriculum planning, development, and instruction

Values Rendered:

-- Increases availability of relevant, reliable, readable local occupational information

-- Broadens knowledge of "world of work"

-- Allows exploration of many occupations

-- Makes education more realistic and related to career choices

-- Aids in career planning and development to fullest potential

-- Informs of "education for work" opportunities available - part-time work, vocational education, school-work programs, apprenticeships

-- Gives opportunity to relate aptitudes, abilities, interests and aspirations realistically to job requirements

-- Provides better preparation to become successful worker, and greater contributor to family and community

-- Stimulates self-understanding, creative thinking, decision making, goal setting and achieving

-- Encourages vocational orientation and productivity of the disadvantaged, potential dropouts, and handicapped

-- Stimulates more use of vocational guidance and counseling services

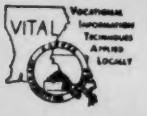
-- Expands the fields of study chosen by students

-- Increases enrollment and number of offerings in business, vocational and technical courses

-- Promotes motivation for more diligent application to education program - tending to increase grades and decrease drop-out rate

LIVE A VITAL LIFE!

HAVE A CAREER
AND NOT JUST A LIVING--
LEARN ABOUT VITAL!



SEE YOUR COUNSELOR
FOR MORE VITAL
INFORMATION!

TABLE 11. COMMON NEEDS

Who? When?

Career education should be designed to give every youngster a genuine choice, as well as the intellectual and occupational skills necessary to back it up. Any youngster leaving school at any level without a "saleable skill" needs career education.

Students lacking "saleable skills" are a diverse population in our society. They vary in characteristics to as large an extent as other students with such training. Labels are only arbitrary classifications used to describe persons with similar abilities or disabilities. A classification cannot serve as the basis for defining the type of program needed by a particular person. Each person should be individually assessed so that his program can be designed to meet specific needs.

There are common needs and characteristics of the students lacking "saleable skills" that should be recognized as programs of service are planned:

1. May fail to possess feelings of personal adequacy, self worth, and personal dignity; may have failed so often in school that he is provided with a feeling of hopelessness. May also be unable to accept the disability which has been reinforced by society's negative stereotyping.

2. May be frequently a disabled learner limited in his capacity to master basic communication skills and computational-quantitative skills.

3. May have limited mobility within his community and thus have little knowledge of not only the mechanics of getting about, of how to use public transportation, but also will lack important information regarding the community's geography. As a result, he may not view himself as part of his community.

4. May lack personal-social characteristics which intefere with his ability to function satisfactorily in a competitive work setting.

5. May lack goal orientation and particularly that which relates to the selection of an occupational training area and the anticipation of fulfillment in that area.

6. May have unrealistic notions as to what occupational area would be most appropriate.

7. May lack exposure to worker models. This is particularly true of the large number of youth whose families are plagued by chronic unemployment.

VITAL has been developed to fit into curriculum, instruction, and counseling to help each student prepare for economic independence, personal fulfillment, and an appreciation for the dignity of work.

NEED FOR CAREER INFORMATION, GUIDANCE AND EDUCATION

Career information, guidance and education is urgently needed in Louisiana for:

1. 87% of the students who enter the first grade and do not complete college
2. A wide range of reliable local and regional career information
3. Readily accessible and easily readable career information is needed particularly by each of the secondary school students in eight educational regions presently served by VITAL, including a large number of those who are disadvantaged, handicapped, and potential dropouts, not going to complete college
4. Motivation of each student to diligently pursue an educational program which will prepare him with saleable skills required for entry in the career field of his choice
5. Use of modern technology to assist students in efficently selecting careers to investigate
6. A system whereby students can assess their interests, abilities, aptitudes, attitudes and aspirations and relate them to occupational requirements
7. Counselors and teachers to have readily available local occupational information for student use so their time can be better spent in career guidance and education
8. A center for coordinating career information-gathering and disseminating to prevent duplication of efforts
9. A systematic means of following up the career development of individuals on a continuing basis, and to use this information to improve career guidance and education
10. A clearing house for local, regional, state, and national occupational and career information, benefiting from the data and experiences of some thirty states having "VITAL-like" programs in operation
11. Bringing together more effectively the services of the multiplicity of organizations and establishments concerned with the career guidance, education, and employment of individuals

NEED FOR CAREER GUIDANCE

Now, today's youth have more occupational choices available than ever before. As these choices increase in number, the problems of making reasoned choices becomes more and more complex.

When the increasing number of available choices is coupled with a realization of the increasing rate of change in our occupational society, it is obvious that, for most of today's youth, more than one occupational choice will be necessary during their working lives. This complicates matters still further. When, in addition, one considers that, increasingly, occupational entry requires a period of specific vocational skill training for most occupations, the occupational choice problems facing youth become even more complex.

Without systematic assistance in the making of informed and reasoned career choices, more and more youth will be faced with finding their occupational choices determined by chance factors rather than by their own decisions. Our most precious right is that of the freedom each of our citizens is given to lead his own life, make his own decisions, and, to the greatest extent possible, control his own destiny. We cannot allow this basic, human right to be eroded by the increasing complexity of our society.

Career guidance for youth is a responsibility that, in today's complex society, must be shared by many - including the schools, the home, and the business-labor-industry community. Professional career guidance specialists simply cannot do the job by themselves, no matter how hard they try or how much their number grows. Career guidance for youth must be a total community effort if it is to succeed. Given such an effort, each youth can be aided to make the kinds of career decisions that will provide maximum satisfaction to the individual and maximum benefit to society.

In these times, career guidance for girls, as well as for boys, assumes increasing importance. Career guidance for minorities and for the disadvantaged is essential for removal of the barriers of racism and poverty that still prevent many of our youth from realizing their potentialities. Career guidance for those faced now with problems of mid-career change is an increasingly serious national problem. Career guidance for the gifted, for the slow learners, for those who go to college and for those who do not are all obvious categories of persons in need of career guidance. In short, career guidance should be available to all persons of all ages in all settings throughout our land. It can and will happen in your community only if responsible persons, agencies, and organizations throughout the entire community are willing to join in a united effort to help meet these career guidance needs.

GUIDE FOR CAREER GUIDANCE
Prepared by
Student Services Bureau, State Department of Education

The operational definition of career education in the Louisiana State Plan for Career Education begins: "Career Education is a fundamentally student-oriented process, geared toward the acquisition of skills by students which will strengthen their ability to live meaningful, enjoyable, and economically rewarding lives."

To implement a statewide program of career education, ten general objectives are set forth:

1. To provide educational experience, which will significantly contribute to the natural maturation process, ultimately leading to the development of adults who are responsible and self-dependent;

2. To provide counseling services designed to facilitate each student's exploring the basic question, "Who am I?";

3. To incorporate into daily school life, via the total curriculum, experiences from kindergarten through post-secondary education which are oriented to career development;

4. To provide specific skills designated as basic for any job cluster;

5. To provide specific opportunities for students to define curricular experiences individually suited to their needs and interests;

6. To provide a continuous liaison between school and the outside world, particularly with reference to employment trends and the availability of work;

7. To provide schools where students express a feeling that they like being there;

8. To provide schools where young people and their experiences are the uppermost consideration and where the faculty and staff are freed from much of the busywork restricting their time;

9. To provide schools which complement to the fullest what has been learned in prior years and where articulation between school and existing institutions, such as government, religion, and the family, is maximized;

10. To provide schools which complement to the fullest what youth sees and experiences in the world outside--where articulation with business and industry is maximized.

THE NEED FOR CAREER GUIDANCE

Today there are many social factors which converge to stimulate an interest in the career development needs of persons of all ages. Some of those are as follows:

1. Growing complexity in the occupational and organizational structure of society which makes it difficult for a person to assimilate and organize the data necessary to formulate a career.
2. Ever more rapid technological change demanding human adaptability and responsiveness.
3. Increasing national concern with the need to develop all human talent, including the talents of women and minorities.
4. An ardent search for values which will give meaning to life.
5. The need for specialized training to obtain entry jobs.
6. The apparent disenchantment expressed by students who have difficulty relating their educations to their lives.

THE NATURE OF CAREER GUIDANCE

A career guidance program assists the individual to assimilate and integrate knowledge, experience and appreciations related to the following career development elements:

1. Self-understanding, which includes a person's relationship to his own characteristics and perceptions, and his relationship to others and the environment.
2. Understanding the work society and those factors that affect its constant change, including worker attitudes and discipline.
3. Awareness of the part leisure time may play in a person's life.
4. Understanding of the necessity for and the multitude of factors to be considered in career planning.
5. Understanding of the information and skills necessary to achieve self-fulfillment in work and leisure.

An illumination of these content areas may include career guidance experiences to insure that each individual:

- Gathers the kinds of data necessary to make rational career decisions.

- Understands the necessary considerations for making choices and accepts responsibility for the decisions made.

- Explores the possible rewards and satisfactions associated with each career choice considered.

- Develops through work the attitude that he is a contributor to life and the community.

- Determines success and failure probabilities in any occupational area considered.

- Explores the possible work conditions associated with occupational options.

- Shows an understanding of the varied attitudes toward work and workers held by himself and by others.

- Recognizes how workers can bring dignity to their work.

- Considers the possible and even predictable value changes in society which could affect a person's life.

- Understands the important role of interpersonal and basic employment skills in occupational success.

- Classifies the different values and attitudes individuals may hold and the possible effects these may have on decisions and choices.

- Understands that career development is lifelong, based upon a sequential series of educational and occupational choices.

- Determines the possible personal risk, cost, and other related consequences of each career decision and is willing to assume responsibility for each consequence.

- Systematically analyzes school and nonschool experiences as he plans and makes career-related decisions.

- Explores the worker characteristics and work skills necessary to achieve success in occupational areas under consideration.

- Identifies and uses a wide variety of resources in the school and community to maximize career development potential.

- Knows and understands the entrance, transition and decision points in education and the problems of adjustment that might occur in relation to these points.

- Obtains necessary employability skills and uses available placement services to gain satisfactory entry into employment in line with occupational aspirations and beginning competencies.

RESPONSIBILITIES FOR FACILITATING CAREER GUIDANCE

To assure program quality, consistency and sequence, some one person must be assigned responsibility for overall coordination of the career guidance program. The competencies needed by that person include the following:

1. A thorough understanding of career development theory and research
2. Group process, human relations and consultative skills.
3. A knowledge of curriculum and how curriculum is developed.
4. Understanding of the relationship between values, goals, choices and information in decision-making.
5. A knowledge of the history of work and its changing meanings.
6. An understanding of the changing nature of manpower, womanpower and economic outlooks.
7. Familiarity with various strategies and resources for facilitating career development, including the utilization of school, the community and the home.

It is the position of this paper that the guidance specialist possesses many of these qualifications and is in a position to coordinate the career guidance program. Other educational personnel having these qualifications also are in a position to coordinate the program.

The advent of career education has focused the interest of school people upon the career development needs of young people and has provided an opportunity for all educational personnel to extend their involvement. Career guidance, to be functional in meeting the career development needs of today's population, must be planned only after accounting for the needs of those to be served and the impinging environmental conditions that exist. This means, then, that the combined skills of the guidance team, vocational educators, academic teachers, administrators, parents, peers and others in the individual's environment need to be identified and appropriate learning experiences provided to make full use of the contributions they can provide. For

descriptive purposes these role definitions will be discussed under the headings Guidance Specialists, Vocational Educator, Academic Teacher, Principal, Peers, and Employers and Other Community Members.

GUIDANCE SPECIALISTS

The guidance team has appropriate understandings and competencies to serve as facilitator and change agent in (1) assisting in school curriculum development and instructional methods, (2) assisting the individual in his career development, and (3) communicating with parents and others. The guidance team is composed of a number of specialists including, but not limited to, education personnel with the following titles: Elementary Career Development Specialist, Elementary Counselors, Junior Career Exploratory Teacher, Orientation and Group Guidance Specialist, Occupational and Educational Information Specialist, Job Placement Specialist, Post-Secondary Student Personnel Workers, Guidance Counselor, Cooperative Work Experience Coordinator, Vocational Appraisal Specialist.

The responsibilities of the guidance team can be classified as follows:

A. Program Leadership and Coordination

1. Coordinate the career guidance program.
2. Provide staff with the understandings necessary to assist each student to obtain a full, competency-based learning experience.
3. Coordinate the acquisition and use of appropriate occupational, educational and labor market information.
4. Help staff understand the process of human growth and development and assess needs of specific individuals.
5. Help staff plan for sequential student learning experiences in career development.
6. Coordinate the development and use of a comprehensive, cumulative pupil data system that can be readily used by all students.
7. Identify and coordinate the use of school and community resources needed to facilitate career guidance.
8. Coordinate the evaluation of students' learning experiences and use the resulting data in counseling with students, in consulting with the instructional staff and parents, and in modifying the curriculum.
9. Coordinate a job placement program for the school and provide for job adjustment counseling.

10. Provide individual and group counseling and guidance so that students will be stimulated to continually and systematically interrelate and expand their experiences, knowledges, understandings, skills, and appreciation as they grow and develop throughout life.

B. 1. Help each student to realize that each person has a unique set of characteristics and that, to plan realistically, each must appraise himself fairly.
2. Enable each student to make use of available assessment tools and techniques in examining his personal characteristics.
3. Assist students in identifying realistic role models.
4. Assist students in developing the employability skills necessary for entry into employment where opportunities exist.

VOCATIONAL EDUCATORS

Vocational educators carry many of the same responsibilities as guidance specialists in facilitating the career development of students who are enrolled in vocational education courses. Their unique contributions to a comprehensive career education program may include the following:

1. Provide realistic educational and occupational information to students and staff based on knowledge of occupational fields and continuous contact with workers and work settings.
2. Identify and recruit resource persons in the employment community to assist in the school program.
3. Provide exploratory experiences in vocational classrooms, labs, and shops for students not enrolled in occupational preparation programs and assist those teachers who wish to incorporate "hands on" types of activities in their courses.
4. Identify basic and academic skills and knowledge needed to succeed in the occupations of their field and communicate this information to academic teachers and guidance specialists.
5. Assist academic teachers and guidance specialists in designing appropriate occupational exploration experiences.
6. Provide students with information about vocational offerings which guidance specialists can help relate to kinds of careers for which students can prepare.
7. Assist students enrolled in vocational programs to analyse and interpret their learning experiences for better understanding of self in relation to occupations and the world of work.
8. Plan and provide vocational instruction which prepares students to enter, adjust, progress and change jobs in an occupational field.
9. Assist students in identifying a wide range of occupations for which vocational instruction is applicable.
10. Encourage employers to assist in expanding student awareness of career opportunities.
11. Arrange observation activities or part-time employment for students and school staff to help them learn more about occupations and work settings.
12. Participate in the planning and implementation of a comprehensive career education program.

ACADEMIC TEACHERS

The academic teacher also has a vital set of responsibilities in career guidance which requires the ability to accomplish the following:

1. Provide for easy transition of students from home to school, from one school environment to another, and from school to further education or employment.
2. Provide students with curriculum and related learning experiences to insure the development of basic concepts of work and the importance of those who perform work.
3. Provide group guidance experiences, with appropriate aid from guidance specialists and vocational educators, to regularly demonstrate the relationship between learning and job requirements.
4. Help parents understand and encourage the career development process as it relates to their children.
5. Provide opportunities within the curriculum for students to have decision-making experiences related to educational and vocational planning.
6. Assist students in synthesizing accumulated career development experiences to prepare them for educational transitions.
7. Provide career exploratory experiences to help students gain an understanding of worker characteristics and work requirements.
8. Provide experiences to help students increase their understanding of their own capabilities, interests and possible limitations.
9. Provide for career preparation experiences that will enable the individual to acquire skills necessary to enter and remain in the world of work at a level appropriate to his capabilities and expectations.
10. Provide, as an extension of the in-school learning experience, opportunities for the individual to experience work first-hand in a non-threatening environment.

PRINCIPALS

The principal carries ultimate responsibility in his building for the guidance program. More specifically, his responsibilities are as follows:

1. Provide active encouragement and support of the program.
2. Espouse the idea of career guidance as a responsibility of each staff member.
3. Commit himself to experimentation and flexibility in program and curriculum.
4. Arrange for in-service education of staff in career guidance and human relations.
5. Organize and encourage the development of a career guidance committee composed of staff members, students, parents and community leaders.
6. Provide necessary personnel, space, facilities and materials.
7. Encourage constant evaluation and improvement of the program.

COMMUNITY MEMBERS

Although school staff members are extremely important in assisting youths in their career development, there are other persons who also provide valuable assistance. They include parents, peers, and other community members.

1. Parents -- Without question parents can and should be the most influential role models and counselors to their children. Having some measure of direct control over the environment in which their children have been reared, they have the unique opportunity to expose them to experiences appropriate for self-fulfillment. As their children enter public education, parents share, but do not give up, the responsibility for their development. Parents who take full advantage of the information given them by school staff members concerning the interest aptitudes, failures and achievements of their children, can use this background of information to provide the following career guidance and counseling:

   a. Assistance in analyzing their children's interests, capabilities and limitations.
   b. Explanations of the traits required, and working conditions and life styles of workers in work areas with which they are most familiar.
   c. Discussion of work values developed as a result of past experiences and of the consequences they have experienced.
   d. Discussions of the economic condition of the family as it applies to the children's education and training needs and assistance in planning a course of action.
   e. Help in using the knowledge, experience, and services of relatives, friends, fellow workers and other resources in exploring the world of work and in planning and preparing for their children's role in the work society.
   f. Provision of a model and counseling to their children during critical developmental periods of their lives in an attempt to have children establish and maintain positive attitudes toward themselves and others.
   g. Exemplification of the attitude that all persons have dignity and worth no matter what their position in the world of work.
   h. Provision of situations that allow children to experience decision-making and to accept responsibility for the consequences of their decisions.
   i. Maintenance of open communication between school and home so that the experiences of both settings can be used in meeting student needs.
   j. Provision of opportunities for children to work and accept responsibility in the home and community.

2. Peers -- As youths establish and experience interpersonal relationships with their peers, they need to understand how to analyze and use these experiences in their career development. A person's friends and associates have an intense effect upon his values, attitude formation and career expectations. Opportunities should be provided to allow young persons to share their ideas with each other.

The guidance team is in a particularly strategic position to capitalize upon the influence that young persons may have upon each other. Research is beginning to demonstrate that peer influence can be harnessed and directed to contribute to the favorable development of youth. The strategy involves teaching selected youngsters certain skills of counseling and human relations and then using these young persons in a para-professional capacity. The use of this or similar strategies will enable youth and young adults to accurately perceive the challenges and responsibilities of being an active member of the school's guidance team.

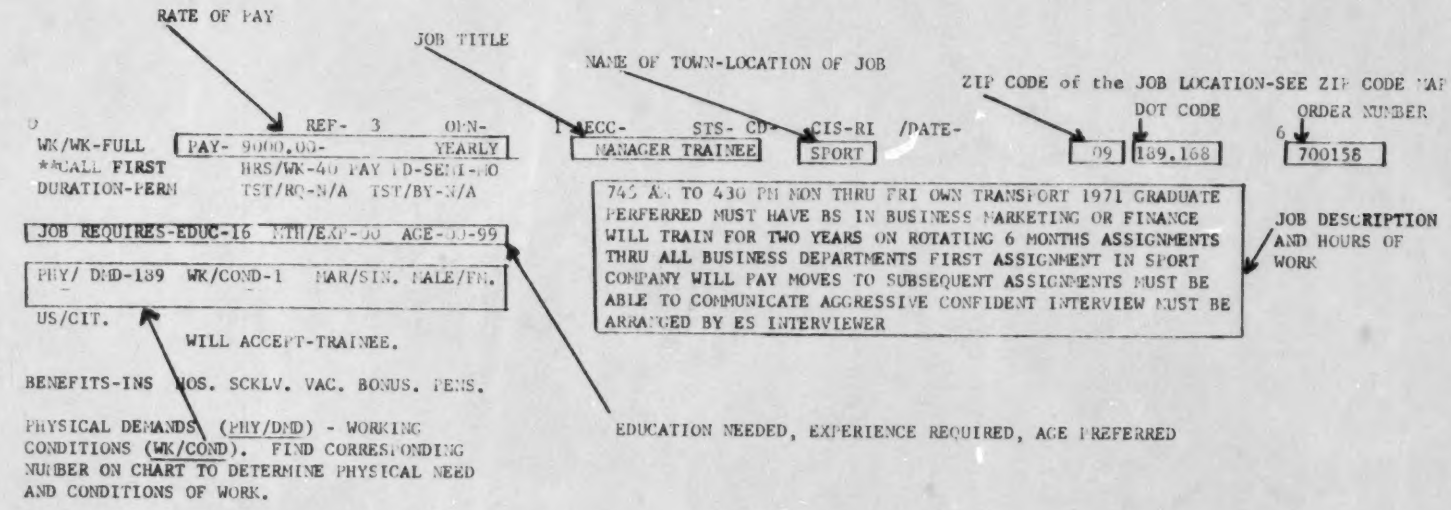
3. Employers and Other Community Members -- As contemporary schools open their doors to allow for expanded community involvement, it is appropriate to discuss the possible roles members of the community may play. Employers, employees, clergy, retired workers, community agency personnel and others should be viewed as potential guidance team members. Educators and parents must be ready and willing to team up with other community members, especially when they find a child needs specialized information or assistance related to career development. Employers should provide work stations and observation experiences and be available as career speakers for school programs. Industry and business should demand a significant role in the education of youth, rather than the token role they've had in the past. Since employers can provide actual work settings, staff who understand the traits of workers, and skill competencies needed for entry jobs and job retention, it would be tragic if education failed to utilize this resource.

Career guidance specialists, working in cooperation with vocational educators, can do much to encourage full use of all community resources available for career development of young people.

Through the combined efforts in Career Guidance of the counselor, students, teachers, administrators, parents, and community, the student should be able to:

1. Identify and evaluate the values that govern his life.
2. Understand how his values affect his relationships with others.
3. Understand how his values may affect his career.
4. Identify his personality traits and distinguish those that are desirable from traits that should be changed.
5. Analyze feeling toward social situations.
6. Role play interpersonal conflict.
7. Assess intrapersonal and interpersonal skills.
8. Identify decisions in daily life--personal, social, and academic.
9. Recognize alternatives in decision-making situations.
10. Recognize and accept the consequences of his actions.
11. Observe and analyze systems others use in decision making.
12. Develop a personal system for decision-making.
13. Recognize how he has achieved some important goal in his life.
14. Examine daily activities and evaluate their contribution to attainment of set goals.
15. Assume greater responsibility for planning his high school curriculum.
16. Recognize various occupations compatible with his interests and abilities.
17. Be aware of postsecondary school catalogues, applications, financial aid information, etc., available from the school counselor.
18. Validate career decisions made in previous stages.
19. Demonstrate job interview skills.
20. Complete sample job and postsecondary school applications.
21. Demonstrate minimum skills for job entry.
22. Evaluate appropriateness of additional educational opportunities.

HOW TO READ THE JOB BANK DATA


RATE OF PAY
JOB TITLE
NAME OF TOWN-LOCATION OF JOB
ZIP CODE of the JOB LOCATION-SEE ZIP CODE MAP
DOT CODE
ORDER NUMBER
REP- 3 OPN-
WK/WK-FULL PAY- 9000.00- YEARLY
*CALL FIRST HRS/WK-40 PAY PD-SEMI-MO
DURATION-PERM TST/RQ-N/A TST/BY-N/A
ECC- STS- CD- CIS-RI /DATE-
MANAGER TRAINEE
SPORT
09
189.168
700158
JOB REQUIRES-EDUC-16 MTH/EXP-00 AGE-00-99
PHY/ DMD-189 WK/COND-1 MAR/SIN. MALE/FM.
US/CIT.
WILL ACCEPT-TRAINEE.
BENEFITS-INS HOS. SCKLV. VAC. BONUS. PENS.
745 AM TO 430 PM MON THRU FRI OWN TRANSPORT 1971 GRADUATE PERFERRED MUST HAVE BS IN BUSINESS MARKETING OR FINANCE WILL TRAIN FOR TWO YEARS ON ROTATING 6 MONTHS ASSIGNMENTS THRU ALL BUSINESS DEPARTMENTS FIRST ASSIGNMENT IN SPORT COMPANY WILL PAY MOVES TO SUBSEQUENT ASSIGNMENTS MUST BE ABLE TO COMMUNICATE AGGRESSIVE CONFIDENT INTERVIEW MUST BE ARRANGED BY ES INTERVIEWER
JOB DESCRIPTION AND HOURS OF WORK
PHYSICAL DEMANDS (PHY/DMD) - WORKING CONDITIONS (WK/COND). FIND CORRESPONDING NUMBER ON CHART TO DETERMINE PHYSICAL NEED AND CONDITIONS OF WORK.
EDUCATION NEEDED, EXPERIENCE REQUIRED, AGE PREFERRED

ABBREVIATIONS USED IN THE JOB BANK BOOK

DOE - depends on experience	MAR/SIN - married or single	RW - read, write	TST - test
EDUC - education	MTH/EXP- months experience	SCKLV -sick leave	US/CIT - UNITED STATES CITIZEN
EXP - experience	PENS - pension	TBA -to be arranged	WK - week (WK/WK - work week)

Figure 9. How to Read the Job Bank Data

INFORMATION SHEET

VITAL CAREER INFORMATION CENTER

P. O. BOX 44064, CAPITOL STATION
BATON ROUGE, LOUISIANA 70804

PROJECT OBJECTIVE

To develop a regionally based career information center which will furnish its services statewide

OBJECTIVES OF CENTER

1. To provide current, reliable, localized career information for use in career guidance and education
2. Disseminate career information on large scale using modern technology including microfilm and data processing
3. Furnish materials for improving career guidance services
4. Develop student follow-up system
5. Improve effectiveness of counselor as a facilitator of career guidance and education
6. Develop lines of communication with counselors, faculty, community so they will be more involved in career guidance and education
7. Develop data on new advances and techniques in career education and technical-vocational fields from which new programs and curricula may be developed
8. Establish statewide program of occupational and career information

ACTIVITIES OF CENTER

1. Collect and assemble pertinent information on career opportunities using research and surveying procedures
2. Develop job descriptions of occupations, initially, for non-college bound student, disadvantaged, handicapped, potential dropouts
3. Prepare and process Viewscript, microfilm aperture data process cards containing specific occupational information
4. Disseminate microfilm aperture cards to schools
5. Research descriptive information about careers and occupations
6. Participate in developing Student Follow-up Studies and surveys
7. Conduct in-service training for counselor-coordinators
8. Establish state, regional and local VITAL Advisory Committees
9. Aid Advisory Committees in securing career information, guidance and educational materials and resource persons for directories
10. Develop instruments for securing student self-evaluation to use as data base to sort out Viewscripts for career exploration
11. Cooperate with other sections of the State Department and other agencies in coordination of manpower studies and career information gathering techniques
12. Develop instruments for students, counselors and teachers to evaluate occupational information, career resource persons, materials and activities locally, regionally and statewide
13. Encourage membership in LASCA, LVGA, LPGA, NVGA, APGA, other groups
14. Develop audio-visual aids on occupational information to supplement Viewscripts
15. Develop instruments to evaluate occupational literature and audio-visual aids
16. Expand Center's staff, supplies, and facilities to extend services statewide

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